

DEVELOPMENT AND EVALUATION OF HOLIDAY  
ENRICHMENT MATERIALS FOR SECOND GRADE  
SOCIAL STUDIES

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A Field Report  
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Master of Science in Education

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by  
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## CHAPTER I

### INTRODUCTION

#### I. PURPOSE

The happy experiences of holidays provide opportunities for children to learn about some deep and lasting understandings and appreciations. These are related to people and their customs throughout the world. People everywhere have found many ways to observe holidays. Some of their observances have been modified and absorbed into the American way of life. The writer feels a deeper interest in America and the world will develop as students perceive relationships between other countries and their own heritage, traditions, and customs.

An analysis of materials and content taught in social studies at the second grade level revealed some deficiencies. Because of strong feelings that present programs for teaching social studies are generally inadequate the writer is proposing a limited study to deal with some of the problems.

The development of educational programs that best serve needs of youth must be identified, organized, and carried out in fruitful learning activities. This sequential step by step process for curriculum planning provides a logical approach for change.<sup>1</sup>

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<sup>1</sup>Victor J. Christenson, "D.P.I. Self Evaluation and Team Visitation for Oskaloosa Community Schools" (A Community Schools Handbook; Oskaloosa: The Community Schools System, 1969), pp. 2, 4, 5.

Statement of the problem. This writer feels that experiences for young children which include concepts about their expanding world as well as a greater understanding and appreciation of the peoples therein can be successfully taught through enrichment material used in the social studies curriculum.

It is with these expressed purposes in mind that the materials presented in Chapter Three were developed.

The project originated as enrichment for social studies two years ago in the writer's own second grade self-contained classroom. The plan was flexible and subject to many variations. Some approaches failed to capture the interest of the students. These materials were discarded with new ones tried. They were ever-changing yet always reflecting interest, abilities, and experiential background of the group.

The idea of clearly defining behavioral goals, building creative experiences, and developing meaningful educational activities coupled with the extreme interest has always been the core of the work.

## II. REVIEW OF THE LITERATURE

Within the last few years some summaries of research on the psychology of learning have been published supporting ideas on how and when children learn best. These theories of learning enable a teacher to determine the appropriate placement of objectives and content in the learning sequence, help him discover the learning conditions under which it is best to attain an objective, and provide a way of determining the appropriate interrelationships among the disciplines to be taught.<sup>1</sup>

A general understanding of the learning theory would seem to indicate that knowledge which is organized, structured, and related is better learned and retained than knowledge which is specific and isolated.<sup>2</sup> From this premise there is reason to believe that knowledge introduced to young children on a general but accurate level could be used as a foundation from which later learnings could be refined.<sup>3</sup> To be in command of basic ideas and to use them effectively requires a continual deepening of understanding moving from the simple to more complex forms.<sup>4</sup> A curriculum in social studies,

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<sup>1</sup>Benjamin S. Bloom, Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay Company, Inc., 1956), p. 27.

<sup>2</sup>Ibid., p. 35.

<sup>3</sup>Ibid., p. 37.

<sup>4</sup>Jerome S. Bruner, The Process of Education (Cambridge: Harvard University Press, 1963), p. 13.

or any other discipline, needs to revisit basic ideas repeatedly building upon them until a student has grasped them fully. It is known as a spiral in learning.<sup>1</sup>

There must also be indications that a child can then do something with the knowledge which he obtains. As a citizen of a democratic society a member is expected to make important and independent decisions of a personal nature as well as social and governmental judgments. Information must be applied to new situations and different problems. In this rapidly changing culture and vastly enlarging world the development of problem-solving skills is necessary.<sup>2</sup>

It becomes evident that intellectual abilities and skills are more important than knowledge because of the wider application to life's experiences. There is also more permanence in learnings with these kinds of outcomes.<sup>3</sup>

The social studies deal with the greatest problems of man, learning to live together. It is imperative that the nation solve its national and international problems in a creative way. This kind of living does not just happen. Citizens must learn to listen to other points of view and demonstrate the democratic process. The nature of understanding and empathy for all kinds of people is good

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<sup>1</sup>Ibid., p. 41.      <sup>2</sup>Bloom, op. cit., pp. 38-39.

<sup>3</sup>Ibid., p. 42.



to be strived for.<sup>1</sup>

Acquisition of knowledge is important, but it is the role of the school to provide learning experiences which will enable students to develop methods for problem solving and critical and divergent thinking closely related to life situations. Helping each student to achieve his optimum intellectual potentiality is inherent in this role of the school.<sup>2</sup> Behavior must be changed; good citizenship must be practiced now in preparation for later adult citizenship. All of this must be interwoven with a humanities approach which brings students to a consideration of values, appreciations, and dignity of all mankind.

If this new kind of learning is to take place in the schools, especially in the social studies areas, drastic changes must come in present curricula if they are to be relevant for the present and the future.

Research and educational theory relative to this problem can be found in studies of recent literature. The studies concern readiness for learning. The writings also discuss preparing and defining educational objectives and the inquiry method in approaches to teaching social studies. The following data support the writer's philosophy in evidence throughout the paper.

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<sup>1</sup>James Smith, Setting Conditions for Creative Teaching in the Elementary Classroom (Boston: Allyn and Bacon, 1966), pp. 178-179.

<sup>2</sup>Bruner, op. cit., p. 9.

Reviews of readiness for learning. Experience over the past decade points to the fact that schools may be wasting precious years by postponing the teaching of many important concepts and subjects on the grounds that they are too difficult.<sup>1</sup>

Early childhood is the crucial time in the intellectual development of individuals. Worth in his research cited new evidence that supported this hypothesis of the critical years. His studies showed:

1. That approximately 50% of general school achievement attained at grade twelve has been reached by grade three.
2. In terms of intelligence measured at seventeen about 50% of the development takes place between conception and age four, 30% between four and eight, and 20% between eight and seventeen.
3. Language structure and speaking habits of many children are almost completely set in early years.
4. For boys particularly the period between six and ten is crucial for crystallization of desire for task mastery and intellectual competence.<sup>2</sup>

These data strongly supported the pressing need for improvement of the quality of instruction in kindergarten and primary grades. One would feel with this evidence presented there is need for adding depth to the present curricula.

The hypothesis that "any subject can be taught effectively in some intellectually honest form to any child at any age" is a bold

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<sup>1</sup>Ibid., p. 12.

<sup>2</sup>W. H. Worth, "The Critical Years" in the Canadian Administrator (Edmonton, Canada: University of Alberta), January 1965, as cited by William Kagan in Modern Elementary Curriculum (New York: Holt, Rinehart and Winston, 1966), pp. 47-48.

one.<sup>1</sup> It is also one that becomes essential in the thinking of educators as new curricula evolve.

The task of teaching a subject to a child at any particular age is one of representing the structure of that subject in terms of the child's way of viewing things, from his frame of reference. It is the considered judgment of Bruner and his colleagues that an idea can be represented honestly and usefully through experiences with young children and that these first experiences can later be used in a powerful and precise way by virtue of the earlier learning.<sup>2</sup>

The intellectual development of a child is in no way consistent. He responds always to experiences from his home, school, and community environments. Problem-solving situations which can tempt a child into next stages of development should be strived for.<sup>3</sup> David Page, an experienced mathematics teacher, says that children given materials on terms they understand can learn almost anything faster than adults.<sup>4</sup> This statement is in agreement with those made earlier by Bruner.

Principles of learning implied from the foregoing research suggest that purposes for learning be clearly defined, that there

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<sup>1</sup>Bruner, op. cit., p. 33.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 39.

<sup>4</sup>Ibid., p. 40.

be continuity of growth and learning, that the child advance at his own rate, that he be helped and encouraged to learn several things at once, that the tasks are related to his level of maturity, and that they be life like.<sup>1</sup>

Reviews of completed research in social studies. Authors in their reflections on the teaching of social studies have reported great difficulty in ascertaining just what the research has been. Their feeling in the field is broad and vaguely defined with no systematic practices set up for collating studies.

McLendon "attempted to draw from research material on the social studies the items which promise to be of the most help to classroom teachers."<sup>2</sup> His research on trends in the character of social studies revealed some clear but not always favorable characteristics of the objectives.

- (a) an excessive number of objectives stated
- (b) marked uniformity among various localities, grades, and subjects
- (c) frequently nebulous statements
- (d) a time lag in reflecting social trends
- (e) increasing emphasis on social (as distinguished from individual) values
- (f) apparent lack of rating according to importance
- (g) little evidence of application of research that attempted to formulate more specific statements of objectives.<sup>3</sup>

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<sup>1</sup>Ragan, op. cit., pp. 64-68.

<sup>2</sup>J. C. McLendon, What Research Says to the Teacher, cited by Detcalf in N. L. Gage, Handbook of Educational Research on Teaching (Chicago: Rand McNally and Company, 1963), pp. 929-930.

<sup>3</sup>Ibid.

Continuing, McLendon expressed the view that in general research confirmed the judgment of most "authorities" no single method of teaching is best for all teachers, classes, and subject matter. He contended that each teacher must utilize and develop many methodologies in order to refine the various abilities, interests, and backgrounds of his students.<sup>1</sup>

Gross and Badger in their encyclopedia article mentioned 274 studies in this field, but they were unable to deal at length with any of them. They covered only such broad areas as curriculum, objectives, problems of instruction, evaluation and the teacher himself.

These authors indicated there was a tendency to favor the problem-solving method. Further they contended, "the teacher should not use one or two methods to the exclusion of all others; a variety of techniques each of which fits certain purposes or situations, probably will yield the highest returns in learning."<sup>2</sup>

The Bayles Studies were done in a period from 1940-1953 with six teachers at varying levels of teaching in no controlled situations, all writing for Masters theses under his direction. Students in experimental classes which used reflective methods of teaching

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<sup>1</sup>Ibid.

<sup>2</sup>R. E. Gross and W. V. Badger as cited in C. W. Harris, Encyclopedia of Educational Research (New York: MacMillan, 1960), pp. 1296-1319.

scored higher in achievement tests than pupils taught in traditional (recall of fact) ways. Two other factors seemed significant. He discovered superior achievement in conventional curriculum and concluded that as teachers grew in their mastery of experimental teaching it produced increasingly stronger effects in the classroom.<sup>1</sup>

McPhie, in a listing of all doctoral dissertations in social studies education in the past twenty-five years, suggested the absence of a critical evaluation of findings.<sup>2</sup>

Interesting research has been contributed by Torrance in areas of creative teaching. His experiments with twenty thousand children of school age have formulated and developed principles for setting creative environment in today's classrooms. He also described methods for assessing creative behavior in children. This creative behavior includes critical and divergent thinking along with problem-solving skills. He believes that as teachers set a climate for creative teaching in classrooms these qualities become more evident in their students.<sup>3</sup>

Research into the social studies has alerted educators to the fact that the development of creative individuals prepared to take

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<sup>1</sup>E. H. Bayles, Experiments with Reflective Teaching as cited by Metcalf in W. L. Gage, op. cit., pp. 938-939.

<sup>2</sup>W. A. McPhie, "A Comprehensive Bibliographic Guide to Doctoral Dissertations in Social Studies Education" (unpublished) as cited by Metcalf in Gage, op. cit., pp. 931-932.

<sup>3</sup>E. I. Torrance, Rewarding Creative Behavior (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1965), pp. 27-40.

their places as contributing citizens in a democratic society and enlarging world has been grossly neglected in schools up to the present time.

Research into preparing and defining educational objectives and the relationship to curriculum development. Closely akin to the development of problem-solving skills and divergent thinking in students so that changed behavior takes place is the defining of educational objectives or behavioral goals necessary for good curriculum development. Tyler as early as the 1920's could see the importance of clearly stating instructional objectives.<sup>1</sup>

Statement of specific objectives must be worded in terms of the pupil. These must also include the exact behavior the pupil is expected to exhibit. Once a climate has been established for defining goals and objectives with these two ideas paramount it becomes easier to plan learning experiences for students. It is then changes in individuals as a result of educational experiences can be seen.<sup>2</sup>

Bloom in his Taxonomy of Educational Objectives, Cognitive Domain, has encountered some problems in defining objectives but his firm belief has been that educational objectives stated in behavioral

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<sup>1</sup>C. M. Lindvall, Defining Educational Objectives (Pittsburgh: University of Pittsburgh Press, 1964), p. 3.

<sup>2</sup>Ibid., p. 4.

form have their counterpart in behavior of individuals.<sup>1</sup> These processes of thinking about goals, defining them, and relating them to teaching and evaluation were regarded by him as important steps for all teachers to follow. He also believes these objectives to be related to the psychological principles of learning discussed earlier.<sup>2</sup>

The cognitive domain is in areas of knowledge and the development of instructional abilities and skills. It is in these areas that most of the work of curriculum development has taken place and where the clearest definitions of goals as related to human behavior are found.<sup>3</sup>

The taxonomy contains six major classes. These are knowledge, comprehension, application, analysis, synthesis, and evaluation. This listing can provide a basis for suggestions and methods for the total process of developing new curricula and techniques.<sup>4</sup>

Basically the task of defining instructional objectives is one of communication: one of using words and statements which give clear and exact meaning in terms of behavior a child is expected to exhibit. This behavior is the primary concern rather than the teacher's activities.

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<sup>1</sup>Bloom, op. cit., p. 5.

<sup>2</sup>Ibid., p. 6.

<sup>3</sup>Ibid., p. 7.

<sup>4</sup>Ibid., p. 18.



Curriculum planning must be child centered. What happens to the child as a result of his educational experiences is the real value here. Procedures for developing curriculum guides should include: establishing a sequence of learnings, (vertical scope or continuity throughout the school); defining outcomes or specific objectives in terms of behavior; identifying suggested activities; and developing a list of suggested materials. A final step would be evaluation. The objective tells what the student is able to do; the evaluation is a means of determining the extent to which he is able to do it. In lower elementary grades evaluation need not be as formalized as at the upper levels. However, it is rather easy to evaluate by a variety of measures when written objectives are carefully defined.<sup>1</sup>

Realizing that the learner is the most important factor in an educational program the teacher needs to consider how he learns. An educational system should recognize that students learn in different ways. They progress from concrete to abstract, and from simple to complex. Students work and learn to achieve at their own goals. Success and motivation are important. Retention, proper attitudes,

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<sup>1</sup>Lindvall, op. cit., pp. 12-13.

and willingness to engage in activities increase with pupil involvement. Learning is also a social phenomenon. A pupil needs to feel security before he can release energy for this purpose.

Coming into prominence, too, is the availability of techniques, materials, devices, and effective aids to learning. The use of modern technology, chosen on the basis of effectiveness in helping students attain established goals, add challenging new experiences for all students.<sup>1</sup>

### III. DEFINITIONS

For purposes of clarity to the reader, the following definitions of terms used in this field report are furnished:

Social studies. The portion of the school curriculum called "social studies" provides understandings of man's ways of living, of basic needs of man, and of activities in which he engages to meet these needs; man and his relationship to social and physical environments.<sup>2</sup>

Curriculum. Traditionally the term "curriculum" has meant the subjects in the school or the course of study. In broader terms it refers to the whole life and program of the school. It exists only

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<sup>1</sup>Victor J. Christenson, An Educational Program Design (Oskaloosa: The Oskaloosa, Iowa, Community Schools System, 1968), pp. 1-2. (A Community Schools Handbook.)

<sup>2</sup>Harris, op. cit., p. 1296.

in the experiences of the children. An enterprise in guided living it is a specialized learning environment deliberately arranged for directing interest and abilities of children toward participation in the life of the community and nation. It is primarily concerned with improving the individual as he involves himself in community living.<sup>1</sup>

Educational objectives. Explicit formulations of the ways in which students are expected to be changed by the educative process; that is, the ways in which they will change in their thinking, their feelings, and their actions are called "educational objectives".<sup>2</sup>

#### IV. RATIONALE

The foregoing reviews of literature are in no way complete. However it appears to the writer that three rather important conclusions stand out in these readings. Children exhibit a readiness for learning far earlier than educators had formerly believed. The social studies has the potentiality for developing within the student abilities of problem solving, critical and divergent thinking and a humanities approach for considering values and appreciations for the human dignity of all people. However this discipline has not kept pace with the revolutionary changes confronting the world. Curricula must be constantly updated and retooled so that they are relevant for

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<sup>1</sup>Ragan, op. cit., pp. 4-5.

<sup>2</sup>Bloom, op. cit., p. 26.

the needs of the times. A better defined taxonomy of educational objectives in social studies in terms of behavioral goals of students must also be included in new and revised curricula.

In an attempt to meet the challenges of change in education the Oskaloosa Community School District is engaged in an intensive curriculum revision. The administration has set a climate for experimentation, innovations, new methodologies, and academic freedom. Because of earlier expressed feelings that present programs for teaching social studies are inadequate this climate encouraged the writer to begin dealing with the problem in a limited way. This involved seven-and-eight-year olds enrolled in second grades.

These students are inveterate lovers of people; able to identify themselves easily in many situations. Their curriculum is narrow (home, family, and community) but their interest is far reaching. This writer believes, as Bruner, that there is readiness for rather advanced concepts much sooner. Successes can be encountered if materials are skillfully translated and made challenging. A student can be introduced at an earlier age to ideas that in later life will be worth knowing.

Today's second graders seem to be more aware of their world than children of a generation ago. Their interests have been broadened through travel, through stronger Head Start and Kindergarten programs, and through television. They have already been

introduced to concepts of an expanding world, the human society, and the many and varied contributions of others to their lives. Thus through the development of enrichment materials for the teaching of social studies by using selected Holiday Customs perhaps the perimeters of their minds and world can be broadened even more.

#### V. METHOD

Preparing this written project has involved many factors. One was the formulation of a well-defined set of objectives. The writer began with a listing of general statements of the desired outcomes for a unit of studies on History and Holidays. From this general listing of objectives common to the social studies disciplines she further refined them until she developed behavioral goals specifically stated for each of the five holidays included in the development of the total unit.

The selection of the holidays to be used which would best fulfill the purposes of a good social studies program and experiences which would develop the project consistently also became important. These five holidays, Columbus Day, Thanksgiving, Christmas, New Year's and February's Patriotic Days were chosen.

The previously mentioned holidays were best suited to arousing a lasting interest in the human society and enlarging world, developing a respect for the dignity and worth of all men, encouraging

attitudes that lead to effective and responsible citizenship, and to introducing beginning concepts of the various disciplines of the social studies.<sup>1</sup>

Accurate research of material to be used was challenging. Most of the following enrichment material presented for the study units of the five holidays has been used before in one form or another by many educators. It has been the purpose of this writer to draw it together crystalizing it into a meaningful and enriching whole. Much was not exactly suitable so it was rewritten and redefined until it best suited the development of the project. The narrations had to be kept colorful and appealing and at the same time authentic. The writer visited personally with people in the countries of England, Holland, Germany, Italy, and France. Their documented statements add to the authenticity of the materials.

In addition to development of the materials there was the further task of clearly defining behavioral goals, setting creative experiences, suggesting activities, and compiling a bibliography of available materials.

A practical application of two years of previous use had refined the materials to a degree. Within the atmosphere set forth

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<sup>1</sup>Edna A. Anderson, Communities and Their Needs (Park Ridge, Illinois: Silver Burdett Company, 1967), p. T 4.

by the administration permission was granted for a one-year pilot study to be conducted during the 1968-1969 school year. This would include involvement of ten - second grade teachers and classrooms throughout the city system. These teachers would use the holiday materials, evaluate them, and aid the writer in making recommendations which would perfect the units for future use.

As a further part of the study questionnaires were sent to parents of the total population. Interest of the students had been a deciding factor in which materials would be written into the newly revised curriculum. The questionnaire, along with findings indicated by the respondents, are included in the Appendixes.

There is a realization that learnings from this study of Holiday Customs is not permanent. However it is believed that the materials have been presented in a logical order and that they are challenging to seven-and-eight-year olds. By revisiting these learnings in the future the student's grasp will be more meaningful and pleasant because of his earlier experiences.

## CHAPTER II

### OBJECTIVES

The following project (enrichment materials using five selected holidays) has been designed to enable the student to attain the general objectives listed.

General objectives. The student will:

1. Broaden his understandings of the interdependence of people.
2. Discuss distances and transportation possibilities with the realization that nearly all places on earth are accessible to them through modern transportation.
3. Enumerate and come to appreciate contributions of those who live in foreign lands as well as those of nearer neighbors.
4. Compare customs and come to realize that all people are basically alike. If they differ, it is usually due to their background or environment.
5. Gain social understandings, abilities, and attitudes, that lead to enriched living and a broader world picture.
6. Discuss and trace important trends and outstanding events in history, and their relationship to present-day affairs and holiday observances.
7. Talk about the traditions of others that contribute to his pleasure and enjoyment.



8. Become aware that people have found many ways to observe holidays.
9. Acquire a deeper interest in America, its traditions and customs.

Specific objectives. These units have been designed to enable the student to strive toward accomplishment of the following specific objectives. The student will:

1. Improve his self concept and develop some realization of his personal worth and potentiality.
2. Respond imaginatively to information, people, and activities.
3. Increase his interest in art, music, literature, and display some accomplishment in these areas.
4. Grow creatively in oral and written expression.
  - a. expand his vocabulary
  - b. use it as he deals with communicating ideas
  - c. maintain and perfect his manuscript skills by performing legible writing.
5. Express his ideas in written or oral prose or poetry.
6. Realize that science and other content subjects are related to social studies.
7. Grow in ability to work compatibly and profitably with a small group; this can be evidenced in behavioral changes.
8. Demonstrate abilities pointed toward study skills.
  - a. directional and distance concepts

- b. simple map reading--locations of major countries, cities, oceans, and rivers
  - c. time ideas--where is the pupil from these places?, how long would it take to reach them?
  - d. limited use of encyclopedias and other reference materials.
9. Exhibit a widened interest in reading.

## CHAPTER III

### SELECTED HOLIDAYS

#### FOREWORD

This material is based on the premises that: (1) children are able at an earlier age to comprehend materials not thought suitable for them before, (2) clearly defined behavioral goals or objectives may be achieved, and (3) a climate for creative experiences must be set in classrooms.

Holidays have always been important for young children. There is an appeal and interest here upon which a teacher is able to capitalize. It is the feeling of this writer that by adding depth and breadth to these holiday studies by including much enrichment the three concepts stated in the preceding paragraph can be combined into worthwhile learnings.

To accomplish these ideas, the writer developed the following materials for use by teachers of lower elementary students. There has been no intention to control the teacher in any way. The materials are intended to be used as a foundation upon which each educator can identify her own style of teaching; to become an innovator of new techniques, methodologies, and a planner of creative experiences which will enliven the study and personalize it.

The following are examples of the materials used:

## CHRISTOPHER COLUMBUS

Christopher Columbus was born in Genoa, Italy, in late summer or early autumn of the year 1451. His father was a wool comber and weaver. He made cloth. Christopher had little or no schooling. Little Christopher and his younger brother, Bartholomew, helped their father in his business. Christopher disliked working in his father's shop. He washed the wool and helped with spinning it into thread.<sup>1</sup>

Christopher Columbus grew up to be a tall, blue-eyed, strongly-built young man with red hair and rosy cheeks. He lived with his family in a narrow, six-story house. It was made of rose-colored plaster or stucco and had green shutters. This house is still standing and can be visited by tourists.<sup>2</sup>

Genoa is a pretty harbor city. Mountains and hills surround the city and protect its harbor from storms. The harbor was an interesting place for the young lad, Columbus. He listened eagerly to the stories of the sailors. They told of trade carried on with Japan, China, and India. The silks, spices, gold, precious stones, and spices had to be brought to Europe by long, dangerous journeys. First

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<sup>1</sup>F. E. Compton Company, Division of Encyclopedia Britannica, Inc., "Christopher Columbus, Discoverer of America" (Chicago: William Benton, Publisher, 1965), III, 474.

<sup>2</sup>Verda Carter, "Stories for Building European Background for Early American History in Eight and Nine Year Old Pupils" (unpublished Master's field report, Drake University, Des Moines, 1955), p. 19.

they were carried by caravans of camels, horse or mules. Danger of being attacked and robbed was always great. When the caravans reached the Mediterranean Sea the goods were loaded on ships. Pirate attacks on the open sea added to the danger. All of this made the goods very expensive. The discovery of an all water route to the Far East would solve many of these problems.<sup>1</sup>

Stories of the sea were interesting to Columbus. He wanted very much to be a sailor. In 1476 his dream came true and he sailed on a ship bound for several ports, among them Lisbon, Portugal. His ship was attacked and went to the bottom of the sea. Columbus survived, swam ashore, and made his way to Lisbon. It was here he decided to settle.<sup>2</sup>

Columbus' brother lived in Lisbon. The two of them made their living by making and selling maps and charts. Columbus spent much of his extra time talking to the sailors and voyagers. At this time Portugal was the world's greatest sea-faring nation. It seemed to be the most interested in exploring. Columbus saw an opportunity to become a captain of a ship for Portugal. He educated himself by learning several languages. He also learned as much as he could about navigation.<sup>3</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>Compton's Encyclopedia, op. cit., p. 475; and Clara Ingram Judson, Christopher Columbus (Chicago: Collett Publishing Company, 1960), p. 14.

<sup>3</sup>Ibid.; and Ibid., p. 15.

While Columbus was living in Lisbon, Portugal he met the daughter of a famous captain and navigator. He fell in love with Felipa and married her. They had a son, Diego. Her social position was helpful and enabled Columbus to meet important people. He also received her father's collection of maps and documents.<sup>1</sup>

Columbus dreamed of a plan to visit the Far East. Most people believed the earth was flat. Columbus believed it to be round. He felt sure if he sailed West he would reach the Indies and Asia.<sup>2</sup> Columbus told the king of Portugal about his plan. He asked him to furnish ships for an expedition. The king refused. Meanwhile Felipa had died. Columbus was forced to leave his little son, Diego, with the good fathers in a monastery.<sup>3</sup>

Columbus set out for Spain to see King Ferdinand and Queen Isabella. He told them of his plans. They were interested but because they were fighting a war Columbus was left waiting for seven years. After the war was over Queen Isabella decided to support Columbus and his plan. She might be forced to sell her jewels to accomplish this but she was willing to take the risks.<sup>4</sup> An agreement was made between Columbus and Spain's rulers. They would finance his expeditions, have the riches, and claim the lands, while Columbus would be governor over all new lands he discovered.<sup>5</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

<sup>3</sup>Judson, op. cit., p. 20.

<sup>4</sup>Ibid., pp. 21-23.

<sup>5</sup>Compton's Encyclopedia, op. cit., p. 476.

The voyage was to be made from Palos, Spain. This harbor town furnished two of the ships and all of the men for the crews. The men did not want to go. They feared they would never return. The Santa Maria was the flagship and was commanded by Columbus. It had three masts and was about one hundred feet long. The next ship was the Pinta (painted) and the third was the Nina (child). The latter two ships had no decks only cabins in the ends. All of them flew the flag of Spain.<sup>1</sup>

At dawn on August 3, 1492 the three ships sailed out of the Palos harbor. Columbus looked proud and handsome. He was forty years old and his dream had come true. The ships sailed to the Canary Islands. There they were forced to stay for a month for repairs on the Pinta.

As they sailed westward steady winds drove them on their course. Columbus kept daily records. He recorded the miles traveled. He usually told his men less than the actual distances traveled. The farther from home they traveled the more fearful they became. When the compass no longer pointed directly north and the directions of the wind changed they became even more worried.<sup>2</sup> On October 8th and 9th the men were ready to rebel. Columbus promised to turn back if land was not sighted within three days.

On October 11th the Pinta fished up pieces of bamboo, boards and sticks and plants from the sea. Unknown land birds flew over the ships.

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<sup>1</sup>Carter, op. cit., pp. 23-24.

<sup>2</sup>Compton's Encyclopedia, loc. cit.

Later that night Columbus and his crew saw distant lights. At dawn land was sighted. The fleet had sailed among the Bahama Islands.

At San Salvador Columbus and his crew set foot on soil. The men rejoiced for the safe landing. Columbus dressed in his best. He and his crew carried ashore the banners of the king and queen of Spain and also the flag. Columbus believed San Salvador to be an island of the Indies so he named the friendly natives Indians. The crew gave them beads, little bells, and other trinkets.<sup>1</sup>

Sailing onward Columbus stopped at other islands. He was always looking for gold or other precious stones. On Christmas morning the Santa Maria ran aground. The ship was badly damaged so it was abandoned. The lumber was salvaged and from it a small fort was made. The two ships could not hold all the sailors for the return trip to Spain. Thirty-nine sailors were left behind at the fort with enough food and supplies to last a year.<sup>2</sup>

Columbus and his men took back gold, brightly colored parrots, animals and plants, cloth, ornaments, and a few Indians. A storm caused the two ships to be separated enroute home. On March 15, 1493 they both returned to Palos. Columbus hurried directly to Barcelona to see the king and queen. He presented them with the six Indians and other token gifts. He told them of his exciting adventures. All the promised honor was bestowed upon Columbus. This was his great and glorious day.<sup>3</sup>

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<sup>1</sup>Ibid., p. 478.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 479.



Columbus made three more trips to the New World. On the second trip he had seventeen ships and about 1,200 men. They sailed to Haiti where they had built the fort. It was wiped out. The men were missing. A new fort was built. Columbus kept on exploring. He continued his search for riches. When he went back to Spain there was less enthusiasm than on his first triumphant return.

On the third trip Columbus revisited some of his former settlements and explored areas of South America. There was trouble between the Indians and the Spanish. Columbus was unable to settle it. He was relieved of his governorship. He was sent back to Spain in chains but was pardoned and set free by the queen.

On his fourth voyage Columbus tried vainly to find a route to Asia. He wrecked his ships off the coast of Jamaica. He returned to Spain broken in health and spirit. He never sailed again. The king refused to restore his former privileges and position and wanted no more to do with him. Disappointed and friendless he died on May 20, 1506.<sup>1</sup>

No one at that time knew that Columbus had made the discovery of a New World which contained two large continents. Seeking an all water route to the East the discovery of the New World was an accident. Americans admire Columbus for his magnificent seamanship and his powerful leadership.<sup>2</sup> Now each year on October 12th people honor Christopher Columbus as the brave sailor who discovered America.

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid., p. 474.

## Behavioral Goals for Unit on Columbus Day

## THE CHILD

1. Knows Columbus Day is a unique American holiday because it celebrates the discovery of our own country, October 12, 1492.
2. Understands it is called Columbus Day because of the man who discovered America.
3. Explains why Columbus wanted to reach the Indies.
  - a. There was no refrigeration in those days. Meat, fruit, and other foodstuffs were preserved with spices which came from the Indies.
  - b. Fine silks in great demand in Europe were plentiful in India.
  - c. He was adventurous and curious about his world.
4. Reads from resource materials, and recalls information that shows Columbus was aided by the king and queen of Spain as they supplied ships and money to him.
5. Locates on a world map the boot-shaped country of Italy, Spain, Portugal, and India, as well as the Atlantic Ocean and the New World. Identifies these by name.
6. Discusses the simple motives for Columbus' voyages; a water route for cheaper transportation of spices and silks. (Overland travel for thousands of miles was expensive and dangerous.)
7. Demonstrates, by using maps and globes, that the discovery of the new world was an accident. (At that time Columbus and a few others believed the world was round.)
8. Compares and discusses the relationship between the name, Indians and Indies.
9. Responds creatively from a humanities approach in art, music, literature, dance, et cetera.

10. Enjoys the contributions all class members make to the total learning experience. Becomes a contributing member himself by creating from many media.
11. Compares areas in our world and universe that today are unexplored with those of Columbus' time. The child's part in future discoveries could be meaningfully discussed here.

## Creative Experiences or Suggested Activities -

## Columbus Day

1. Gather several tins of spices, whole nutmeg, stick cinnamon, peppercorns, ginger root, sesame seeds, caraway seeds, et cetera. Children need real understandings related to the why of Columbus' voyages.
  - a. smell, taste, identify - make a chart.
  - b. Discuss how and why spices were used in Columbus' time and how they are used today.
  - c. Bake cookies to use spices.
2. Role - Play - various situations connected with plans for Columbus' voyage. Be Columbus, King - Queen, sailors, families. Pretend you are a news reporter interviewing those above to get feelings and reactions of the upcoming trip at sea.
3. Dramatize Columbus' first triumphal return to Spain with Indians, birds, bright plants, et cetera. Creative dances of joy could be used.
4. Paint pictures of sailing ships either from tempera or water colors.
5. Construct paper replicas of Nina, Pinta, Santa Maria.
6. Listen to music which portrays a feeling of movement - sailing ships - fair weather - storm - wind.
7. Use Golden Encyclopedia and other reference and resource books to locate information concerning Columbus.
8. View films and filmstrips that correlate well with the study.
9. Read for pleasure one or two stories about Columbus written at his own vocabulary level.
10. Learn poems about the sea, ships, maps, et cetera. This could be done as group work for choral speaking.

11. Compose original stories, poems, songs.
12. Provide opportunities for small and large group participation as well as listening experiences and independent activities.
13. Enjoy famous paintings of the sea and ships. This could expose the students to master artists.
14. Learn a few words in Spanish - Goodbye - Hello - safe journey - others that seem appropriate. This could easily involve the use of a resource person to teach the Spanish.

### Evaluation of the Unit - Columbus Day

Did the materials presented enable the student to:

1. Identify and cultivate his interests, talents, and other strengths?
2. Recognize aspects of his own heritage.
3. Grow in his sense of kinship for all humanity? I am related to the past and future; with people everywhere.
4. See subject matter and information as only one aspect of the total aesthetic experience?
5. Begin to think, analyze, compare and synthesize the many components which make up this study?
6. Give his ideas written, oral, dramatic, artistic or creative expression and communicate them through varied media?
7. Accept and appreciate ideas of others by working together in large and small groups; accept his responsibilities?
8. Have his individual differences met?
9. Improve habits, interests, and fundamental skills which will lay foundations for later learnings?
10. Engage in leisure time activities beyond school work? These would be carried out at home and would coincide with the study at school.
11. Feed- back to the teacher parts to be developed or deleted for future use? (Individual conferences can be used here.)
12. Receive proper evaluation from these aspects:
  - a. divergent thinking cultivated?
  - b. adequate pupil participation?
  - c. creative products in evidence?
  - d. reactions to various materials available?

After each statement please rate with poor, fair, good, excellent, superior.

## Sample Bibliography of Resource Materials Available

### A. Books

1. Curtis, Mary I. Why We Celebrate Our Holidays. Chicago: Lyons and Carnahan, 1939, pp. 109-114.
2. D'Aulaire, Ingri and Edgar Parin. Garden City, New York: Doubleday and Company, Inc., 1955.
3. Judson, Clara Ingram. Christopher Columbus. Chicago: Follet Publishing Company, 1960.
4. Norman, Gertrude. A Man Named Columbus. New York: G. P. Putnam's Sons, 1960.
5. Parker, Morris. Golden Book Encyclopedia. New York: Golden Press. IV, 340-341.
6. Pim, Paul. Telling Tommy about Famous People in Their Youth. New York: Cupples and Leon Company, 1940, pp. 30-31.

### B. Films and Filmstrips

1. 4126 - Boats and Ships. Film.
2. A152 - Christopher Columbus. Film.
3. 487 - Christopher Columbus. Filmstrip.

### C. Listening

1. Bloch, Ernest. Poems of the Sea, "Waves".
2. Debussy. Voiles from Piano Preludes, "Sails".
3. Willak. Rhythmic Activities, II, to Accompany Exploring Music. New York: Holt, Rinehart, and Winston, 1966. "Boating on the Lake".

4. Rossini. William Tell Overture. First Movement "Storm".  
Second Movement, "Calm".

#### D. Paintings

1. Cassatt. "The Boating Party," My Weekly Reader Art Gallery,  
Upper Grades 1966-67.
2. Homer, Winslow. "Breezing Up," My Weekly Reader Art Gallery,  
Upper Grades 1966-67.
3. Landseer, Sir Edward. "A Distinguished Member of the Humane  
Society," Great Pictures Everyone Should Know. Dansville,  
New York: T. A. Owen Publishing Company.
4. Ryder, Albert Pinkham. "Toilers of the Sea," My Weekly Reader  
Art Gallery, Lower Grades 1966-67.
5. Van Gogh, Vincent. "Fishing Boats on the Beach at Saintes-  
Maries," My Weekly Reader Art Gallery, Grade 1, 1966-67.
6. Venetto. "An Italian Gentleman," My Weekly Reader Art Gallery,  
Upper Grades 1966-67.

#### E. Poetry

1. Association for Childhood Education, Literature Committee. Sung  
under the Silver Umbrella. New York: Macmillan Company, 1951.  
"Ferry Boats," p. 87, "Ships," p. 144.
2. Arbuthnot, May Hill. Time for Poetry. Chicago: Scott Foresman,  
1955. "Maps," p. 164.
3. Barjeon, Eleanor. Making Music Your Own, Book I. Park Ridge,  
Illinois: Silver Burdett Company, 1964. "Waves," p. 122.

#### F. Songs

1. Beattie, John, Josephine Wolverton, Grace Wilson, and Howard Hinge.  
The American Singer, Book Two. New York: American Book Com-  
pany, 1950, Columbus, p. 16.



2. Berg, Richard, Daniel Hooley, Robert Pace, and Josephine Wolverton. Music for Young Americans, Book Two. New York: American Book Company, 1959. "Three Tiny Ships," pp. 14-15.
3. Boardman, Eunice, and Beth Landis. Exploring Music, Book Two. New York: Holt, Rinehart, and Winston, 1966. "Going Down to Cairo," p. 95.
4. Landeck, Beatrice, Elizabeth Crook, and Harold C. Youngberg. Making Music Your Own. Park Ridge, Illinois: Silver Burdett Company, 1964. "Up She Rises," p. 67, "Serfina," p. 124, "Three White Gulls," p. 123, and "The Allee Allee O!", p. 125.

#### C. Resource People

Teacher and students from Spanish classes who could, in small group instruction, teach children a few Spanish words and phrases that are appropriate to the study of Columbus.

## THANKSGIVING

In the United States a day is set aside each year as Thanksgiving Day. On this day people give thanks. They usually have a big family dinner and give prayers for the blessings they have received during the year.

The first Thanksgiving days were harvest festivals or days for thanking God for the plentiful crops. For this reason the holiday still takes place late in the fall after crops have been gathered. For thousands of years people in many lands have held harvest festivals.<sup>1</sup>

Because of the background of our Pilgrims and their English ancestors our observance probably grew from their festival called St. Michaelmas Day. This was celebrated on September 29th. Goose instead of turkey was the favored fowl.<sup>2</sup>

Our Thanksgiving is usually a family day celebrated with big dinners and joyous reunions. It is also a time for religious thoughts, church services or prayer. It is well for us to look at this part of the history of our country as we prepare for our Thanksgiving observances.

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<sup>1</sup>Elizabeth Haugh Sechrist, World Book Encyclopedia (Chicago: World Book Enterprise, Educational Corporation, 1958), XVII, 180-181.

<sup>2</sup>Harry Spencer Stuff, The Book of Holidays (Los Angeles: The Times Mirror Company, 1926), p. 63.

A ship called the Mayflower left Plymouth, England, on September 16, 1620. This was the third time she had tried the voyage. On the first sailing there were two ships. They were the Mayflower and the Speedwell. The Speedwell leaked so badly that the ships returned to England. Some of the passengers were afraid to try the trip again. The others from the Speedwell crowded onto the Mayflower. There were 102 persons; 50 men, 20 women, and 32 children. Some of those leaving England were called Pilgrims. They were leaving so that they could find a place to worship God as they pleased. In those days everyone had to worship as the king wished. Some were going to the New World for other reasons. They were looking for a better living or they wanted to be free of debts.<sup>1</sup>

The Pilgrims went to Holland for a while. They became unhappy when they saw their children were forgetting their English language and customs. By going to the New World they could live as they wished and worship as they pleased.<sup>2</sup>

The largest family on the Mayflower was the Hopkins family. They also had a new baby boy born on board the ship. He was named Oceanus.<sup>3</sup> There were important leaders on the Mayflower too, like

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<sup>1</sup>Lee Wyndham, A Holiday Book, Thanksgiving (Champaign: Garrard Publishing Company, 1967), pp. 10-12.

<sup>2</sup>Ibid.

<sup>3</sup>Alice Calglish, The Thanksgiving Story (New York: Charles Scribner's Sons, 1964), p. 7.

William Brewster and William Bradford, Captain Miles Standish, and John Alden. Standish had come to protect the Colonists.<sup>1</sup>

Life on the Mayflower was difficult. There were no kitchens and little fire was used because of this danger. Most food was cold and salty. Water was scarce and storms were a constant worry.<sup>2</sup>

The Mayflower sailed for sixty-six days and nights. On November 20th land was sighted. Pilgrims were not the first to land in the New World of America. Exploring had already been done and a colony in Jamestown was established.

With the coming of winter the leaders decided to settle along Cape Cod. Everyone was glad the voyage was over. Before they went ashore an agreement called the Mayflower Compact was signed. These were laws about their new government and started a first attempt at democracy in this new land.<sup>3</sup>

Miles Standish led the men to find a good place to settle more permanently. Carefully hidden, Indians watched. The settlers found a brook and some high land. Nearby were fields of corn, a new variety to them. This appeared to be a deserted Indian village. The men decided to stay near this area by the "big rock". They decided to call this place Plymouth because of Plymouth, England. Today tourists visit this spot. It was December 26, 1620, when the Mayflower sailed into Plymouth harbor.<sup>4</sup>

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<sup>1</sup> Lyndham, op. cit., p. 12.

<sup>2</sup> Ibid., pp. 13-14.

<sup>3</sup> Ibid., p. 16.

<sup>4</sup> Ibid., pp. 17-22.

The first winter was a hard one. There was much illness among the people and lack of food. By spring about fifty people were left. Spring came early so gardens and fields of corn were planted. In March an Indian named Samoset came to the settlement. He was chief of a tribe about forty miles away. He spoke English. He told them of two other Indians who also spoke English. Squanto came and became a very close friend of the Pilgrims. He stayed to help them plant corn, trap, and catch fish.<sup>1</sup>

Summer was a busy time for the settlers. When the harvest was gathered in they were thankful. Their people were well and there was peace with the Indians. Governor Bradford felt a day should be set aside for Thanksgiving. The Indians were to be invited. The first American Thanksgiving was celebrated less than a year after the Pilgrims had settled in a new land. The first winter had killed nearly half of the members. New hope grew though from the summer of 1621. The women of the colony spent many days preparing for the feast. Even the children helped by turning turkeys on spits in front of the open fire. Men got meat, fish, and game. The women served these, along with journey cake, corn meal bread, nuts and succotash and fruits. The meals were eaten outside on big tables.<sup>2</sup>

Interestingly enough it was a Jewish physician Luis De Torres coming to America with Columbus who named our Thanksgiving bird for us.

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<sup>1</sup>Ibid., pp. 26-34.

<sup>2</sup>World Book Encyclopedia, op. cit., pp. 180-181.

When the doctor saw the strange big fowl for the first time he said "Tukki". This is Hebrew for big bird. His exclamation was mistaken for a name by his non-Jewish companions and the big bird has been called turkey ever since.<sup>1</sup>

On the morning of Thanksgiving Massosoit arrived with ninety braves. They furnished deer for the dinner. Because they enjoyed it so much the Indians stayed three days. The time was spent playing games, drilling and shooting. The Indians showed their skill with bows and arrows. Massosoit and his braves became good friends with the settlers and the first Thanksgiving in America was a success.

Feasts and celebrations were not new to the Indians. They were accustomed to three and four day celebrations. The Indian Corn Dance Festival was one of the most ancient customs in North America. This was a time of feasting and dancing in thanksgiving for good crops. Certain tribes of Indians in America today still celebrate the Corn Dance Festival as a holiday event. The usual time is near the end of August.<sup>2</sup>

In the United States we think of the Pilgrim's feast as the first Thanksgiving. The custom of giving thanks for a bountiful harvest, special blessings, or good fortune is very old. Special

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<sup>1</sup>Wyndham, loc. cit.

<sup>2</sup>Stuff, op. cit., pp. 51-52.

observances are still held in many places in our world today at different times and for different reasons. However many countries do celebrate with Thanksgiving festivals that are direct results of their harvests.

Italy and France celebrate with festivals for the grape harvest. This is important in their wine industries.<sup>1</sup> Greece celebrates at the olive harvest; Japan with the rice harvest; and Egypt with the cotton harvest. Kenya, an independent country in Africa, celebrates the first Sunday in November as a day of Thanksgiving for the new corn crop.<sup>2</sup>

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<sup>1</sup>American Home Economics Association, Family Holidays around the World (Washington: American Home Economics Association, 1961), p. 35.

<sup>2</sup>Statement by Bernard Lungaho, student from Kenya, Africa, at William Penn College, Oskaloosa, Iowa, personal interview, October 16, 1968.

## CANADA

The northern neighbor of the United States is Canada. It is the second largest country in the world. Only Russia is larger. It is huge, but there are only about as many people living in Canada as in the state of New York. Relations with this country have always been pleasant.

Canada is a dairying nation. It also grows much wheat. It is important for its forest and paper industry.

The emblem of the United States is the American Eagle. The emblem of Canada is the Maple Leaf.<sup>1</sup> People in Canada celebrate a Thanksgiving for their harvest and blessings much as we do. The date is always the second Monday in October. It is imperative that two countries as important as the United States and Canada get along together well. American citizens are thankful for the friendship of these northern neighbors.

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<sup>1</sup>Compton's Encyclopedia, op. cit., III (1965 edition), 70-92.

<sup>2</sup>World Book Encyclopedia, op. cit., XVII, 181.



## SUCCOTH

One of the oldest Thanksgiving observances is a festival that goes back before the time of Christ. It is still celebrated by Hebrew or Jewish people today. This is called by several names, Succoth or Feast of the Tabernacles; another name is Feast of the Ingathering. Held at the end of the harvest season it is usually in late September or early October. Jewish holidays are movable dates because they follow the Jewish calendar rather than the one we use. The observance lasts nine days.

The traditional symbol of Succoth is the little hut or small booth. It is from this symbol that the holiday gets its name. Every synagogue builds a succoth decorated with branches, greens, and products of the harvest. This is a frail structure whereby the stars can be seen at night and one's neighbors by day. This observance is held in our local synagogue on the appropriate dates. The hut serves as a reminder of the shelter their Jewish ancestors built as they wandered in the wilderness during the exodus from Egypt. When the succoth is taken down the harvest produce is given to the children and distributed to the poor.<sup>1</sup> Many families build their own little hut where they may eat their meals during the observance of the holiday. Sometimes only boughs are hung. Among Jewish people today Succoth is a joyous time.

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<sup>1</sup> Statement by Mr. and Mrs. Martin Bornstein, personal interview, October 24, 1966.

It provides opportunities for families and friends to give thanks for the harvest and for the Lord's care so long ago. They dance traditional folk dances, sing and eat, and remember their ancestors.<sup>1</sup>

The last day of the Succoth is known as Simhat Torah. The Jewish people give a very special thanks at this time for their Torah. This compares to our Bible and to them is God's holy word.<sup>2</sup>

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<sup>1</sup>American Home Economics Association, op. cit., p. 61; and  
Bridham, op. cit., pp. 41-42.

<sup>2</sup>Bernstein statement, op. cit.

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## MOON FESTIVAL

Not all celebrations are for the harvest. In China the Moon Festival is observed on the 15th day of the eighth month; or the nearest date when the moon is fullest. This is usually late August or early September. This date is known to the Chinese as the moon's birthday. The farming people celebrate this festival very enthusiastically. Roasted pig, poultry, fruit and pastries are offered to Earth God as special thanks for the harvest.<sup>1</sup>

Moon cakes, now a traditional part of the Moon Festival, became important when China was invaded by enemy soldiers. Secret messages were hidden in cakes and smuggled to the soldiers. The plan worked and the enemy was destroyed. So the Chinese at their Moon Festival celebrate not only a harvest but the moon's birthday and their own freedom as well.

Round flat moon cakes filled with a sweet, starchy filling are enjoyed today by Chinese in America, in their native country or other localities where Chinese people live.<sup>2</sup>

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<sup>1</sup>American Economic Association, op. cit., p. 67.

<sup>2</sup>Ibid., pp. 64-66; and Quodham, op. cit., pp. 44-46.

## UNITED STATES

In the United States Thanksgiving is a time when we thank God for our blessings and for the privilege of living in our wonderful country. We are especially thankful to the Pilgrims and the Indians who gave us our first Thanksgiving. We are also glad that President Abraham Lincoln made the last Thursday in November a national holiday for observing Thanksgiving.<sup>1</sup> From earliest times people all over the world have found reasons to be thankful. They have shown this in many ways and at different times than we do in America.

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<sup>1</sup>Robert Merrill Bartlett, Thanksgiving Day (New York: Thomas Rowell Company, 1905), p. 34.

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## Behavioral Goals for the Thanksgiving Unit

## THE CHILD

1. Contrasts a Thanksgiving of long ago with Thanksgiving in modern times. He explains differences and notes similarities.
2. Compares the Indian of Pilgrim times with Indian life today.
3. Writes a letter to an Indian child, preferably in Iowa.
4. Discusses freedoms the Pilgrims wanted. Discusses freedoms important to Americans today. (Within framework of his own experiences.)
5. Writes the holiday, month, and day. Thanksgiving is Thursday, November 28, 1968.
6. Locates on a map England; Holland; Atlantic Ocean; Plymouth, Massachusetts; Canada and China.
7. Names the Succoth as the Jewish Thanksgiving. Recalls the approximate dates and explains one or two facts concerning it.
8. Tells the story of China's Moon Festival.
9. Makes moon cakes with hidden messages for friends.
10. Identifies the Maple Leaf as Canada's emblem, just as the American Eagle is our own.
11. Responds to the total unit from a humanities approach.
12. Knows people of long ago and now gives thanks for many reasons at various times and in many ways different from our own. Demonstrates this by naming three.

### Creative Experiences or Suggested Activities

1. Prepares a simple Thanksgiving dinner with typical foods that Pilgrims would have eaten. Wears an Indian headband.
2. Decorates napkins and placemats for his own family's Thanksgiving.
3. Learns Thanksgiving poems and songs. Composes original ones.
4. Participates in small group activity by making a Thanksgiving mural. This could be either a Pilgrim one or a modern one.
5. Makes corn husk dolls. This could utilize resource person from community, mothers, or art teacher.
6. Makes turkeys from pine cones, coat hangers and nylon net, tube cardboard cylinders.
7. Contributes to a harvest display in the classroom.
8. Reads for pleasure stories related to the study. Views appropriate audio-visual materials.
9. Uses the Encyclopedia and other simple reference books to locate information about Pilgrims, Thanksgiving, Mayflower, and Indians.
10. Contributes to panel discussions:
  - a. Thanksgiving of long ago and today
  - b. Indians past and present
  - c. Freedom important to all people.
11. Enjoys a visit by a Jewish person who shares experiences of the Succoth. Decorates a booth or hut, or hangs boughs as symbols of the Succoth. Might learn a song or dance.
12. Makes moon cakes and hides secret messages in them for friends. (Could use prepared biscuits, fill with jam, put secret messages in pop straws and insert.)

13. Has some first hand experience with an Indian of today. This could be handled through an assembly program or letter writing and pen pals.
14. Finds maple leaves, presses them and writes a story about Canada.
15. Learns to spell Thanksgiving, November, Pilgrims, and Mayflower. Utilizes them in creative writing.
16. Communicates, via tape recorder, by sharing some of his feelings about the study.

## Evaluation of the Unit - Thanksgiving

Did the materials presented enable the student to:

1. Identify and cultivate his interests, talents, and other strengths?
2. Recognize aspects of his own heritage?
3. Grow in his sense of kinship for all humanity? I am related to the past and future; with people everywhere.
4. See subject matter and information as only one aspect of the total aesthetic experience?
5. Begin to think, analyze, compare and synthesize the many components which make up this study?
6. Give his ideas written, oral, dramatic, artistic or creative expression and communicate them through varied media?
7. Accept and appreciate ideas of others by working together in large and small groups; accept his responsibilities?
8. Have his individual differences met?
9. Improve habits, interests, and fundamental skills which will lay foundations for later learnings?
10. Engage in leisure time activities beyond school work? These would be carried out at home and would coincide with the study at school.
11. Feed- back to the teacher parts to be developed or deleted for future use? (Individual conferences can be used here.)
12. Receive proper evaluation from these aspects:
  - a. divergent thinking cultivated?
  - b. adequate pupil participation?
  - c. creative products in evidence?
  - d. reactions to various materials available?

After each statement please rate with poor, fair, good, excellent, superior.

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## Sample Bibliography of Resource Materials Available

## A. Books

1. Bartlett, Robert Merrill. Thanksgiving Day. New York: Thomas J. Crowell Company, 1965.
2. Cavanah, Frances. Our Country's Story. Eau Claire: E. M. Hale and Company, 1945, pp. 13-17.
3. Clark, Nolan. In My Mother's House. New York: Viking Press, 1952.
4. Dalgliesh, Alice. The Thanksgiving Story. New York: Charles Scribner's Sons, 1954.
5. Friskey, Margaret. Indian Two Feet and His Horse. Chicago: Children's Press, 1959.
6. Janice. Little Bear's Thanksgiving. New York: Lothrop and Shepard Company, 1967.
7. Hays, Wilma Pitchford. Pilgrim Thanksgiving. New York: Coward-McCann, Inc., 1955.
8. Rodendorf, Illa. The True Book of Indians. Chicago: Children's Press, 1964.
9. Weisgard, Leonard. The Plymouth Thanksgiving. New York: Doubleday and Company, Inc., 1967. (This has especially good illustrations.)
10. Wyndham, Lee. A Holiday Book, Thanksgiving. Champaign: Garrard Publishing Company, 1963.

## B. Films and Filmstrips

1. Autumn on the Farm - our library
2. Story of the Pilgrims - 03036, EM 516 Part 1, Media Center  
Story of the Pilgrims - 03036, EM 517 Part 2

Filmstrips Indians - Social Life and Customs, Media Center

1. 5040 Indian Ceremonies 0500
2. 05046 Indian Child Life 0506

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3. 05041 Indian Clothing 0501
4. 05045 Indian Communication 0505
5. 05037 Crafts 0497
6. 05038 Decorations 0498
7. 05042 Foods 0502
8. 05039 Games 0499
9. 05043 Houses 0503
10. 05047 Life 0507
11. 05044 Transportation 0504

### C. Listening

Evening Prayer, from Hansel and Gretel, by Engelbert Humperdinck

Wild Horseman, Album for the Young, Robert Schumann

### D. Paintings

Currier and Ives, Home to Thanksgiving

Albrecht Durer, Praying Hands

Pieter De Voch, The Storeroom\*

Jacob Van Rysdael, The Windmill\*

Jean Baptiste Simion Chardin, The Blessing

Vincent Van Gogh, The Harvest

\*Because of the time the Pilgrims spent in Holland these two Dutch paintings might be meaningfully used.

### E. Poetry

Arbuthnot, Jay Hill. Place for Poetry. Chicago: Scott Foresman and Company, 1971, "Indian Children," p. 43, "Thanksgiving Magic," p. 363.

Fisher, Aileen. Up the Windy Hill. New York: Abelard Press, 1953, "When it's Thanksgiving," p. 113.

DRAKE UNIVERSITY

Hazeltine, Alice I., and Elva S. Smith. The Year Around. Eau Claire: E. M. Hale and Company, 1961, "If I Were A Pilgrim Child," p. 137. Foolish and Wise, New York: Bobbs Merrill Company, 1960, "Guess That Day," p. 129.

### F. Songs

Berg, Richard C., Daniel Hooley, Robert Pace, and Joseph Wolverton. Music for Young Americans. Book 2. New York: American Book Company, 1959, "Indian Boy," p. 76, "Turkey Time," p. 78, "Turkey Beware," p. 79, and "We Thank Thee God," p. 79.

Boardman, Eunice, and Beth Landis. Exploring Music, Book 2. New York: Holt, Rinehart and Winston, 1966, "Over the River and through the Wood," p. 64. (The listening, "Wild Horseman," is to correlate with this song because of the movement and galloping of the hoof beats.)

Brattle, John, Josephine Wolverton, and Grace Wilson Hinga. The American Singer, Book 2. New York: American Book Company, 1950, "Grinding Corn," p. 37, "My Bark Canoe," p. 38, "Sunrise Dance," p. 39, and "Peace Pipe Song," p. 40.

### G. Resource People

Homemaking classes of either Junior or Senior High School for creative experiences 1 and 2 - meal preparation and napkins and mats design.

Literature classes for poetry.

Mrs. Bernstein, Mrs. Shrago, or other Jewish people for Succoth.

## THE MAGIC VINE

A Fairy seed I planted,  
     so dry and white and old;  
 There sprang a vine enchanted  
     with magic flowers of gold.

I watched it, I tended it,  
     and truly, by and by  
 It bore a Jack o' Lantern,  
     And a great Thanksgiving pie.

## A DAY TO REMEMBER

Near the end of November  
 when harvest is done,  
 comes a day to remember  
 with thanks and with fun;  
 a day full of pleasure  
 and thanksgiving praise  
 for the good without measure  
 that brightens our days.  
     -Aileen Fisher

## THANKSGIVING DAY

Thanksgiving day is coming.  
 All the turkeys are running,  
 They will be caught  
 And put in a pot on Thanksgiving day.

Cranberry and apple salad, too,  
 Will help to make our menu.  
 When the turkey's on the table I'll be first  
 I'll eat all I am able until I burst  
 On Thanksgiving day.

We'll have rolls and pies and cakes  
 And eat till we have stomach-aches.  
 We'll give thanks and have fun  
 Uncles, aunts and everyone  
 On Thanksgiving day.

Full of food and cheer,  
 We will leave until next year.  
 We say good-by to folk and kin,  
 Until we meet again  
 On Thanksgiving Day.

-Mrs. Veat

### THANKSGIVING

Boys: Why is there Thanksgiving Day  
 In chilly gay November?

Girls: So we can pause and give our thanks  
 For good things we remember.

-Aileen Fisher

### NOVEMBER

November wears a ragged coat  
 With patches on his sleeves,  
 A faded muffler at his throat  
 As frayed as fallen leaves.

Have you seen his tattered hat?  
 His battered, spattered shoes?  
 And heard him whistle this and that  
 Along the avenues?

November isn't fine and rich;  
 He isn't much for show;  
 But oh he brings Thanksgiving-which  
 Is why we like him so!

-Aileen Fisher

### TURKEY PIE

Thanksgiving Day will soon be here;  
 It comes around but once a year.  
 If I could only have my way,  
 We'd have Thanksgiving every day!

-Author unknown

DRAFT 11/15/04

## THANKSGIVING TIME

When all the leaves are off the boughs,  
And nuts and apples gathered in,  
And cornstalks waiting for the cows,  
And pumpkins safe in barn and bin;

Then mother says: "My children dear,  
The fields are brown and autumn flies:  
Thanksgiving day is very near,  
And we must make Thanksgiving pies!"

## IF I WERE A PILGRIM CHILD

If I were a Pilgrim child,  
Dressed in white or gray,  
I should catch my turkey wild  
For Thanksgiving Day.  
I should pick my cranberries  
Fresh from out a bog,  
And make a table of a stump  
And sit upon a log.  
An Indian would be my guest  
And wear a crimson feather,  
And we should clasp our hands and say  
Thanksgiving grace together.

But I was born in modern times  
And shall not have this joy.  
My cranberries will be delivered  
By the grocery boy.  
My turkey will be served upon  
A shining silver platter.  
It will not taste as wild game tastes  
Though it will be much fatter;  
And, oh, of all the guests that come  
Not one of them will wear  
Moccasins upon his feet  
Or feathers in his hair!

-Rowena Bennett  
The Year Around

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## INTRODUCTION

The happy experiences of Christmas with the giving and receiving of gifts is a good time for children to learn about some more deep and lasting gifts. These gifts cannot be bought or sold yet they bring happiness to many. They are intangible gifts of understanding and appreciation of people and customs in other parts of the world.

An awareness that people have found many ways to observe this holiday and that some of their observances have been modified and absorbed into our way of life is also important in our thinking. From this will come a deeper interest in our own country and its traditions and customs.

DRAFT 11/16/57

### Behavioral Goals for the Six Countries Studied

#### THE CHILD

1. Demonstrates his knowledge of the six countries studied by locating them on a world map and naming them.
2. Matches names of the gift giver to each specific country.
3. Matches terms for nativity, manger or stable to each appropriate country.
4. Discusses customs unique to each location.
5. Responds to the unit from a humanities approach by:
  - a. naming the contributions from other countries that have become a part of our observance.
  - b. creating for his own pleasure from many media.
  - c. enjoying creativity of others
    - (1) contributions from classmates to the total room experiences
    - (2) contributions from great artists and composers through Christmas art and music
    - (c) contributions of resource people who enrich the study.
6. Writes original stories and makes a booklet of Holiday Customs.
7. Learns many songs and poems.
8. Reads materials which enliven the study, library books, encyclopedia.
9. Views appropriate audio-visual materials.
10. Participates in a class party which includes many aspects of the study.
11. Is partially evaluated on the study by performance with a Products-Uses Test.

The below listed products could be placed in a box or on display. The child matches the product with its specific country and explains either to the teacher or his classmates the product and its contribution or use to the total holiday observance.



## ENGLAND

- a. Christmas cracker - used at the table at each place as a favor it is filled with candies and a tiny gift for each member.
- b. Greeting card - this custom began in England by a man who wanted to remember his friends but had no money with which to do it. People liked his idea of sending a greeting and since then have sent cards at the holiday.
- c. Plum pudding - traditional refreshment served in English homes. Small coins were added to the batter, the ones finding the coins in their serving would have good luck all year.
- d. Christmas carols - (Sheet music or picture of a caroling group). This custom of singing from house to house began in England. Because it continued to give pleasure for both caroler and listener it has flourished.

## DENMARK

- a. Jul-(print on a card) Child repeats this and names it as the Danish word for Christmas.
- b. Nisse - the Christmas elf who is like our Santa.
- c. Danish flag- these are always displayed on a Danish Christmas tree.
- d. Cones and decorated hearts- only these homemade ornaments are the tree decorations.
- e. Tuberculosis (T.B.) Seals- the idea for using seals on Christmas mail as a way of getting money for these sick patients began in Denmark.

## HOLLAND

- a. St. Nicholas cookies- these cookies are traditionally given to children in their stockings or shoes on St. Nicholas Eve or morn.

- b. Switches or coal- left by Black Peter, St. Nicholas' helper, these are for naughty children.
- c. St. Nicholas - (picture of him) As patron saint of Holland he was a real man noted for his good works, especially among children.

#### GERMANY

- a. Advent Wreath- These are made and used in German homes to mark the advent season - four Sundays prior to Christmas and observed each Sunday until Christmas. On that day a white candle is lit.
- b. Christmas Tree- this custom began in Germany when Martin Luther chose a small tree in the forest for his own family.

#### ITALY

- a. Presepio- small reproduction of a nativity scene whereby the child may recall this custom began in Italy with St. Francis.
- b. Urn of Fate- large clay pot, jar or milk carton which is decorated and contains gifts for the family. These are given out on Christmas Eve. Sometimes empty boxes are added for fun.
- c. Befana Witch- A Halloween witch mask could easily be used as the symbol for the one who brings gifts in Italy. This is done on Epiphany Eve or January 5. The child recalls some part of the story of Befana.

#### FRANCE

- a. Doll- this country is noted for its beautiful dolls and toys for children.
- b. Santons- French people add other figures to their creche besides the shepherds and wisemen who came to adore Jesus. These are small clay figures of common folks.
- c. Reveillon- (picture of a gay party) a gay party given by the French to wait up all night for Christmas much as we do on New Year's Eve.

### Suggested Creative Experiences Which Fit All Countries

1. Selects a Christmas tree for the room and trims it with decorations learned about in the study.
2. Displays a large Santa Claus in the room. Labels it with the appropriate names for the one who bears gifts from each country.
3. As shown below, the following are associated with their country:
  - a. England - Father Christmas
  - b. Denmark - Jul Nisse
  - c. Holland - St. Nicholas
  - d. Germany - Kriss Kringle or Christ-kind
  - e. Italy - La Befana
  - f. France - Pere Noel or Father Christmas.
4. Sets up a nativity in the classroom and labels it with various terms learned. Add the French Santons.
  - a. Holland - Kribbe
  - b. Germany - Krippe
  - c. Italy - Presepio
  - d. France - Creche.
5. Sings at least one song from each country.
6. Invites a small choral group who could share with us one song from each country.
7. Listens to appropriate selections from Christmas music.
8. Recognizes and identifies by name two famous paintings, views many more.
9. Creates products from the study from a variety of materials.
10. Uses the video tape television to share experiences and products from the unit on Christmas Customs. This might be shown to other classrooms who would be interested.

### Behavioral Goals for England

#### THE CHILD

1. Locates England on a world map.
2. Sings Christmas carols. Compares the custom of singing them in England with our custom in the United States.
3. Sends Christmas greetings realizing this custom began in England.
4. Contrasts our custom of buying or cutting a tree with England's custom of "tubbing the tree".
5. Identifies Father Christmas with Santa Claus.
6. Bakes and eats plum pudding as a traditional English holiday food.
7. Writes an original story about England for his booklet on Holidays.
8. Demonstrates in any way the teacher desires three English customs and sees their relationship to our observances.

#### Suggested Creative Experiences for England

1. Learns Christmas carols and sings them in a caroling situation.
  - a. nursing home
  - b. other classrooms
  - c. neighborhood
2. Sends handmade greeting cards to friends or relatives far away.
3. Trims room with greens, mistletoe, and holly.
4. Bakes plum pudding with silver coins hidden inside. Serves to classmates in a party situation.
5. Makes Christmas crackers for use as favors at above-mentioned party; or makes one for each member of his family to use at home.
6. Enjoys a visit from a resource person in the community from England who tells of personal experiences at the holiday.

## I. ENGLAND

The Christmas customs in England are much like those in the United States. Stores and shops are decorated as in American city stores; although people are not in such a hurry. England's Yuletide is one of the merriest. It is a time for entertaining friends. Plum puddings are made nights ahead to be served to guests. These contain silver coins which have been steamed into the batter. Anyone who finds the money is considered to have good luck all year.<sup>1</sup>

Their lovely tradition of singing carols began by the waits with their instruments years ago has become an intrinsic part of Christmas holidays.<sup>2</sup> Groups moved about from house to house on nights prior to Christmas. Differing from American custom these groups are likely to receive coins to give to their favorite charities.

The custom of Christmas cards, a fairly new observance is inherited from the English. Sir Henry Cole in 1846, either from financial losses or a lack of time for shopping, found he could not remember his friends with gifts. He solved his problems in a novel way with cards. The next year a printer tried one thousand. The demands were great. By 1860 they were being sent through the mail rather than by

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<sup>1</sup>Statement by Mrs. Marvin Reed, personal interview, December 6, 1966, New Sharon, Iowa.

<sup>2</sup>Elizabeth Hough Sechrist, Christmas Everywhere (Philadelphia: Roland Swain, 1931), p. 71.

private messenger.<sup>1</sup>

In English homes the afternoon before Christmas marks the occasion of uprooting a fir tree from their own garden. It is planted in a big tub filled with rich, black dirt especially for that purpose. After Christmas the tree is replaced in the same spot to continue growing. Very carefully it is taken from the soil roots and all to be planted in the tub. The tree is the same one used year after year until size prohibits its use. In city homes or apartments cut trees (such as ours) are used as replacement for "tubbing the tree".<sup>2</sup>

Houses are trimmed with greens and candles. Not so many decorations are fastened to the doors. The real concentration is on the interior. England is mistletoe country. They believe its presence on doors and chandeliers will bring good luck all year.

Bringing in the Yule Log, lighting it at sunset on Christmas Eve and burning it continually till after Christmas Day is another observance. Members of the family take turns sitting on the log to sing. This is to insure good luck all year. A portion of the unburned

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<sup>1</sup>Alfred Carl Hottes, 1001 Christmas Facts and Fancies (New York: A. T. DeLaMare Company, Inc., 1937), p. 120; and Herbert H. Wernecke, Christmas Customs around the World (Philadelphia: The Westminster Press, 1949), p. 33.

<sup>2</sup>Sechrist, op. cit., pp. 58-59; and Wernecke, op. cit., pp. 172-173.

log is always saved to kindle next year's fire.<sup>1</sup> This charming idea is still happening in some English homes today.<sup>2</sup>

The Christmas tree is usually decorated by the parents after little ones are in bed. This happens on the eve of the holiday. Stockings are hung as American children do so Father Christmas can fill them. Most often they are hung on the bed, or on a chair, or laid on the floor nearby.<sup>3</sup>

Following the excitement of Christmas morning the family attends church. Goose, plum and Yorkshire pudding, and unusual fruits and vegetables are served at dinner. Christmas crackers, a rolled cardboard cylinder filled with goodies and small toys, are often favors at the table. Other gifts may be opened later in the afternoon when relatives come.<sup>4</sup>

Boxing Day is held on December 26th. This is the time when remembrances are given to servants, postmen, milkmen or friends. All major stores, businesses and public buildings are closed. This gives families an extra holiday.<sup>4</sup>

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<sup>1</sup>Mary P. Pringle and Clara A. Urann, Yuletide in Many Lands (Boston: Lothrop, Lee, and Shepard Company, 1916), pp. 37-38; and Sechrist, op. cit., p. 58.

<sup>2</sup>Statement by Mrs. Anna Ashman, personal interview, July 14, 1966, London, England.

<sup>3</sup>Statement by Mrs. Darrell McMahan, personal interview, December 11, 1966, Oskaloosa, Iowa.

<sup>4</sup>Hottes, op. cit., p. 232; and Sechrist, op. cit., p. 72.

The pantomimes given in the cities and acts by the mummers (costumed actors) are a joy to children during their holidays from school. These are performed in most of the major theaters.<sup>1</sup>

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<sup>1</sup>Sechrist, op. cit., p. 73.

DRAWN BY



## Behavioral Goals for Denmark

## THE CHILD

1. Locates on a map the country of Denmark.
2. Learns the word "Jul" as the Danish word for Christmas.
3. Names "Jul Nisse" the Christmas elf as the counterpart for our Santa Claus.
4. Contrasts the custom of decorating the tree on "Little Christmas Eve" with our very early decorating.
  - a. makes homemade decorations - cones and hearts
  - b. recognizes the Danish flag.
5. Bakes and eats rice pudding with the lucky almond as a traditional holiday dessert. Gets a prize for the lucky almond.
6. Compares the custom of tricking and treating at Christmas week with our custom at Halloween.
7. Uses tuberculosis (T.B.) seals on letters and cards. Remembers this began in Denmark.
8. Feeds birds, wildlife, and pets at Christmas time.
9. Discusses the term "Feast of Hearts" as it is related to family life and Christmas.
10. Writes an original story about Denmark for his Holiday book.

### Suggested Creative Experiences for Denmark

#### THE CHILD

1. Makes elves of peanuts and pipe cleaners to resemble Jul Nisse.
2. Decorates room tree with typical Danish homemade ornaments.
3. Bakes a simple rice pudding with the traditional lucky almond. Serves to classmates; decorates napkins with the Danish flag.
4. Makes plans to trick or treat in his neighborhood the week after Christmas. Prepares to tell his friends why he is doing so.
5. Decorates his trick and treat bag with Danish emblems.
6. Uses tuberculosis (T.B.) seals when he sends school-made greeting cards in the mail.
  - a. tuberculosis (T.B.) seals gain money for a charity
  - b. originated in Denmark.
7. Prepares a Julenag for the school yard to feed birds and squirrels.

## II. DENMARK

In the square of Copenhagen's Town Hall is their city tree. This is large and beautiful and has been decorated continuously for many years. Danes are great to trim their stores, windows, and streets. "Jul" (Christmas) is everywhere.

Nisse or Jul Nisse, as he is called, is very popular at this season. He supposedly lives in attics in cities and in barns on farms. He is like our Santa. Children when they grow older have great fun dressing as Nisse to distribute gifts for young friends or family.<sup>1</sup>

Trees are not set up till two days before on Little Christmas Eve (Likejule often). On evenings before this children and parents make the decorations used to trim it. It is decorated with real candles and homemade ornaments. These are always hearts and cones filled with goodies. Their holiday is called "Feast of Hearts" because Danes have such strong feelings of home and family. Danish flags are also a part of the decor. Lighted candles are still preferred over electric ones.<sup>2</sup>

The Danish people are not great church goers. They do try to attend the afternoon of December 24th. When they go home a typical dinner is roast goose with a rice porridge called risengrad. A lucky

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<sup>1</sup>Hottes, op. cit., pp. 221-222.

<sup>2</sup>Statement by Helle Michelsen, personal interview, July 16, 1966, Copenhagen, Denmark.

almond is hidden in the food.<sup>1</sup> The one who finds it in his portion receives a marzipan pig as a prize. Store and shop windows are filled with these candy pigs at this season.<sup>2</sup>

Christmas Day is spent leisurely at home with relatives and friends. Boxing Day or Second Christmas continues to be observed as in England. During the week after Christmas in late afternoon or early evening children dress in costumes and go around the neighborhood tricking or treating. This is much like our Halloween. Leftover cookies and candies from the tree or previous parties are given as treats. After dinner until very late parents and friends may follow the same procedure. This delightful Scandinavian custom is called Yulibok and means Christmas Fools.<sup>3</sup>

A feature Americans observe that stems directly from Denmark is the tuberculosis (T.B.) seal. It was begun in their country in 1903 by a postal clerk named Einar Hobbell. In 1907 it was tried in Delaware. Now forty-five countries use seals for charitable work. In 1919 the red double-barred cross of Lorraine, (standard of Godfrey of Lorraine in the first Crusades), became the permanent emblem.<sup>4</sup>

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<sup>1</sup>Pringle and Urann, op. cit., p. 91.

<sup>2</sup>Statement by Helle Michelson, personal interview.

<sup>3</sup>Statements by Mr. and Mrs. Edwin Loe, personal interviews, July 17, 1966, Copenhagen, Denmark.

<sup>4</sup>Hottes, op. cit., p. 177.

The beautiful blue and white porcelain Christmas plates are another tribute to Denmark.<sup>1</sup>

Originating in Denmark Scandinavians are noted for their Jule-neg. These are sheaves of grain attached to poles and placed outside. This is a gift for birds and wildlife. Even the animals are remembered.<sup>2</sup>

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<sup>1</sup>Ibid., p. 178.

<sup>2</sup>Wernecke, op. cit., p. 37.

### Behavioral Goals for Holland

1. Locates the country of Holland
  - a. sees it as a part of Europe
  - b. recalls it from the Thanksgiving unit.
2. Identifies the St. Nicholas or Sinterclaas with Santa Claus
  - a. he was a real man, a saint of the church
  - b. he has a helper named Black Peter.
3. Names and writes the date of December 6th as the birthday of St. Nicholas. Observes this in some pleasant way at school.
4. Enjoys the visit of a Dutch resource person who can tell about the holiday in his homeland.
5. Eats Santa Claus cookies, either made by class or purchased in Dutch bakery.
6. Compares the custom of setting shoes by doorways and fireplaces with the United States custom of hanging stockings.
7. Contrasts a Dutch St. Nicholas Day with the Dutch observance of Christmas Day. The Kribbe is set up at this latter date.
8. Writes an original story of Holland to be included in the Holiday Book.

### Suggested Creative Experiences for Holland

1. Bakes Santa Claus cookies from the enclosed recipe.
2. Prepares for St. Nicholas Day of Holland by making a simple gift at home for a classmate.
3. Invites Mrs. Cor Von Egmond to visit the class to tell of this custom in Holland.
4. Sings "Jolly Old St. Nicholas" and "There's a Lump of Coal in my Christmas Stocking".

## III. HOLLAND

Friends say Santa Claus originally came from Holland. If so, he has changed much after landing on United States shores. In Holland St. Nicholas or Sinterklaas was a veritable Saint. He lived in a middle east locale called Myra, and later in Spain. When he was very young he was selected to a high church position. Because of his love and relations toward children, youngsters in Holland still receive gifts on his special day December 6th.<sup>1</sup>

St. Nicholas arrives in Amsterdam late in November. He comes sailing into the harbor from the direction of Spain. Accompanied by his companion Black Peter he is honored by parades and bands. His first stop is at St. Nicholas Church, (earliest Catholic one in the city). He appears in embroidered robes, fine gems and a gold miter. He rides a beautiful white horse. Black Peter will have goodies for nice children and switches for naughty ones.<sup>2</sup>

The same man chosen by influential Dutch businessmen portrays St. Nicholas year after year. This is an honorary position which is held until he wishes to be relieved of it. From that time in late

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<sup>1</sup>Pringle and Urann, op. cit., p. 59; and Wernecke, op. cit., pp. 16-17.

<sup>2</sup>Pringle and Urann, op. cit., p. 52; and Lois Johnson, Christmas Stories Round the World (Chicago: Rand McNally and Company, 1960), p. 83.

November children being setting their shoes by fireplace or doorway. It provides opportunity to receive small gifts early so the holiday can be extended. Black Peter goes down chimneys to fill the shoes so St. Nicholas will not soot his royal robes.<sup>1</sup>

On St. Nicholas Eve little children are wild with excitement. All the family gathers in the parlor. They may sing the same loving invitation to St. Nicholas to come into their home that is used each year. After a loud knock St. Nicholas stands in full array. He visits briefly and leaves candies and goodies. The next day larger gifts are received from him. When he is gone shoes are left by doorways, on window sills or near the fireplace. They are filled with hay, carrots, or water for the horse. In case St. Nicholas does not visit inside Black Peter rattle chains and peers through the window. This may cause more excitement than an actual encounter. These happenings in present day Holland are still enjoyed. American homes of devoted Dutch background fulfill them too.<sup>2</sup>

Christmas Eve and day are spent in church services and family worship. It is a serene day with emphasis on religion. Holidays end Epiphany or Twelfth Night.

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<sup>1</sup>Statement by Eric Treu, personal interview, July 18, 1966, Amsterdam, Holland.

<sup>2</sup>Statements by Mrs. Marjorie Kiljan and Mrs. Cor Von Egmond, personal interviews, July 19, 1966, Amsterdam Holland; December 1, 1966, Oskaloosa, Iowa.



### Behavioral Goals for Germany

#### THE CHILD:

1. Locates Germany on a map, sees it as a part of Europe.
2. Decorates the room tree; explains that Martin Luther in Germany did much to make his custom popular.
3. Observes the Advent by making a wreath. This includes five candles--one for each Sunday of Advent and one white one to be lighted on Christ's birthday.
4. Sings "Oh Tannebaum" and "Away in a Manger" as traditional German carols.
5. Enjoys a visit by a person from Germany who can tell of Christmas in his homeland.
6. Learns Krippe as the German word for nativity.
7. Prepares some special German holiday food, gingerbreads or brown cookies.
8. Recalls Kriss Kringle or Christ-kind compares to our Santa Claus.
9. Writes an original story from Germany to be included in the booklet.

#### Suggested Creative Experiences from Germany

1. Makes the Advent wreath to be enjoyed with his family as a part of the holiday.
2. Takes a field trip to a local establishment where a tree may be purchased for the room.
3. Makes traditional brown cookies to eat and to be used to trim the tree. German trees are usually decorated with goodies, cookies, candies, fruits, gingerbread boys, et cetera.
4. Invites a resource person from Germany to share holiday experiences with the class.

## IV. GERMANY

Land of Christmas trees and toys perhaps the most beautiful in the world Germany has a thoroughly charming celebration. About a fortnight before or on St. Nicholas Day fairs begin. The market places and shops take on a festive appearance. Hamburg's Dom is world famous. Nuremberg's is very old. It features the golden Christmas angel. Thousands are sold here at this time. It dates from the ancient custom of "Giving Away the Christ Child".<sup>1</sup>

The old-fashioned custom of making something for those one loves has not died out over passing years. Fine gifts can be bought in stores but at this season gifts of handwork and those homemade are cherished.<sup>2</sup>

German homes observe Advent with wreaths and candles or by other means. Trees are common and decorated by the mother. Children may have another tree in their own rooms. When the tree is lighted and presents placed under it the first time only the family and very intimate friends are there. "O Tannebaum," or carol to the tree is sung together. The Krippe holds an important place near the tree.

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<sup>1</sup>Randolph E. Haugen, An American Annual of Christmas Literature and Art (Minneapolis: Augsburg Publishing House, 1966), XXXVI, 16.

<sup>2</sup>Sechrist, op. cit., pp. 111-112.

Martin Luther did much toward making the tree popular in Germany in the 16th Century. Walking alone in the forest on Christmas Eve he cut a small fir tree and took it home for his family. The candles were his innovation too. Albert's marriage to Queen Victoria carried the tree to England. German and English immigrants brought it to America.<sup>1</sup>

Special foods are brown cookies, honey cakes, gingerbreads and stollen. Goose or roast sausage replace our traditional turkey.<sup>2</sup>

German children feel their gifts are received through the Christ-kind (Christ-kint). This is the spirit of the Christ Child and rarely is personified by an individual. Candles may be kept burning to guide him to their homes.<sup>3</sup> Kriss Kringle is another gift giver in Germany.

Many customs unique to various sections of the country still prevail but these are the basic traditions.

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<sup>1</sup>Pringle and Urann, op. cit., p. 58; Hottes, op. cit., p. 72; and Wernecke, op. cit., p. 21.

<sup>2</sup>Statements by Klaus Fischer and Mrs. Minnie Voight, personal interviews, July 20, 1966, Cologne, Germany; December 12, 1966, Oska-loosa, Iowa.

<sup>3</sup>Sechrist, op. cit., p. 114; Pringle and Urann, op. cit., pp. 238-239; Wernecke, op. cit., p. 49; and statement by Ersela Hevedke, personal interview.

### Behavioral Goals for Italy

#### THE CHILD:

1. Locates Italy on the map; recalls some information about it from the past as related to Columbus Day.
2. Observes the beginning of the Italian holiday season with the Novena. This is eight days before Christmas.
3. Learns the Italian word presepio for manger.
4. Recognizes St. Francis from a painting, sculpture, or slide, and knows he began this observance.
5. Shares in the pleasures of the Urn of Fate with his family. This is done in Italian homes on Christmas Eve.
6. Uses the word Infanta or Bambino as the term for baby.
7. Demonstrates knowledge of Befana by:
  - a. telling the story of the Christmas witch
  - b. observing the day January 6th or Epiphany in the class.
8. Writes some phase of Italian Holiday observances for his booklet.

#### Suggested Creative Experiences for Italy

1. Sets up a nativity in the classroom at the beginning of the Novena. Italians place figures in the presepio at the appropriate times. Stables and animals are set first. On Christmas Eve afternoon place Mary and Joseph. On the Eve place Infanta Jesus, later that night place the shepherds. On 12th Night or January 5th the Wise-men came.
2. Decorates the Urn of Fate to use with families on Christmas Eve. This could be made from a large clay flower pot, gallon milk carton, et cetera. Small gifts for family members can be made to draw out of the Urn. At school these may need to be slips with services the child will perform rather than gifts. Blanks are added just for jokes.
3. Make a Befana witch mask from a paper plate or paper mache on a balloon. A small one, puppet style would also be fun.

## V. ITALY

Italy's holiday season begins at the Novena which is eight days before Christmas. It continues until Epiphany or January sixth. Shopping begins early in November. Flowers may still be blooming. Stores are attractive with color everywhere. Many foreigners are in Italy at this season, especially in Rome.<sup>1</sup>

At the Novena the family gathers around its presepio. This is the Italian word representing stable. Tiny appropriate figures are placed in position. Candles are lighted and prayers are said nightly.<sup>2</sup>

As Christmas approaches the day before is a fast day. From sunset on December twenty-third till sunset on December twenty-fourth is a solemn religious observance. The last figure of Bambino Christ Child is added to the presepio.<sup>3</sup>

After this the fast is broken for a banquet. Northern Italy does have fir trees from the Alps. However as the tree is the center of Christmas in northern Italy, the nativity continues to be the emphasis in southern Italy. The happiest moment on Christmas Eve is the Urn of Fate. This is a large crock-like jar which holds small gifts. These are

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<sup>1</sup>Sechrist, op. cit., p. 11; and Pringle and Urann, op. cit., pp. 134-135.

<sup>2</sup>Ibid.; Wernecke, op. cit., p. 54; and Sechrist, op. cit., pp. 14-15.

<sup>3</sup>Ibid.

pulled out and distributed to all.<sup>1</sup>

Quaint music handed down for generations is the shepherds with their bagpipes or sampognair. In Rome they come from the mountains and gather at the Piazza Novona. This music continues from Novena to Epiphany. Also, at the Piazza Novona is Rome's Christmas Fair. Gifts for the urn, toys, food, presepio figures, et cetera, can be purchased here. A large presepio is placed in the square too.<sup>2</sup>

On Christmas Eve following the excitement of the urn little ones go to bed. Older folks attend church. The services adjourn very late. They close with the "Magnificat" and the "Shepherd's Hymn". On the next afternoon families attend church again for another service of the "Birthday of the Infanta". In Rome pilgrims from other nations gather at St. Peter's for the service with the Pope.<sup>3</sup>

In broad outline it seems true to say the Christmas crib was popularized by St. Francis of Assisi. He set up a simple scene in the little town of Greccio in 1224. "The Little Brother of Mankind" wanted people to understand the trues of the scriptures better. He arranged the necessities using real people with a wax figure for the child. The ceremony was so impressive it spread over all the world.<sup>4</sup>

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<sup>1</sup>Ibid., p. 16; Pringle and Urann, op. cit., p. 138; Hottes, op. cit., p. 248; and statement by Danilo Grazzini, personal interview, July 29, 1966, Florence, Italy.

<sup>2</sup>Wernecke, op. cit., p. 55; and statement by Claudio Abboni, personal interview, August 2, 1966, Rome, Italy.

<sup>3</sup>Sechrist, op. cit., pp. 17-21; and Pringle and Urann, op. cit., p. 140.

<sup>4</sup>Wernecke, op. cit., p. 27.

While Christmas eve and day have a strong religious note, Eve of Epiphany is different. It is on this night that La Bafana or Befana comes for children. She is a witch who comes through the chimney to leave treats for the nice and coal or ashes for the naughty.<sup>1</sup> A legendary figure she is connected with the wisemen and their journey to find Jesus. On Epiphany Eve Bafana was too busy sweeping and cleaning to accompany them on their search. Later realizing the importance of the birth she set out bearing gifts and searching for the Holy Child. So she was destined to roam the world carrying her broom and gifts.<sup>2</sup> Italian children guess the myth behind Befana. However, her work shows loving hands so they know their gifts really come from the family.<sup>3</sup>

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<sup>1</sup>Pringle and Urann, op. cit., p. 145; and Wernecke, op. cit., p. 55.

<sup>2</sup>Hottes, op. cit., pp. 27-31.

<sup>3</sup>Sechrist, op. cit., pp. 22-23.

### Behavioral Goals for France

#### THE CHILD:

1. Locates France on the map.
2. Learns Père Noël or Father Christmas is the same as our Santa.
3. Learns the term crèche is synonymous with nativity.
4. Places santons or little saints in the classroom crèche.
5. Compares the French reveillon with our New Year's holiday.
6. Prepares French dessert to eat during the study of the reveillon.
7. Writes an original story about France for the Holiday booklet.

#### Suggested Creative Experiences for France

1. Makes little santons of clay to be added to crèche. The High School Art Department could work with second graders on a one to one basis and make the santons from clay. These would be painted and fired.
2. Explains the reveillon to his parents and makes plans to share this with his parents on Christmas Eve.
3. Eats newlyweds, a simpler version of the Christmas log that is served at the reveillon.
4. Visits with a resource person who would bring a display of antique toys. French dolls would be especially fine. An antique collector would be best for this.
5. Sings a simple French Christmas carol; invited High School French Class to help us with this. Could sing numerous others to us.



## VI. FRANCE

During the days before Christmas it is difficult to get through stores or streets in French towns or cities. People are gay and everything is beautifully decorated. Big stores carry a great variety of animated and mechanical toys. Parisian dolls are famous the world over.<sup>1</sup>

St. Nicholas Day is observed in eastern France. Père Noël or Father Christmas comes to leave gifts in shoes of French children. Decorated trees at this season are not common.<sup>2</sup>

The crèche is the manger containing the usual figures. France is noted for its santons. These are small clay figures which include rather unusual replicas not found in our settings. The secret of craftsmanship has been handed down for generations. The santons are especially famous in the areas of Provence and Aubagne. Here the soil is very red clay just right for pottery and santons. These figures included in the crèche give it a different treatment.<sup>3</sup>

Christmas Eve in city or country is customarily celebration with a reveillon. This occurs after mass. It is a friendly gathering. Even little children are allowed to stay up after midnight on Christmas

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<sup>1</sup>Ibid., pp. 106-107.

<sup>2</sup>Wernecke, op. cit., p. 47.

<sup>3</sup>Haugen, op. cit., p. 17; and Wernecke, loc. cit.

Eve. When the family returns from church there is a midnight dinner. After dinner a special dessert, a Christmas log, is served. It is chocolate cake rolled up in whipped cream. When it is sliced it looks something like jelly roll.<sup>1</sup> People sit up all night to welcome Christmas. It is much like New Year's as celebrated in the United States. These are especially famous in city cafes. Ideally suited for people alone it is just as gay for family and friends.<sup>2</sup>

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<sup>1</sup>Childcraft, "Holidays and Customs," (Chicago: Field Enterprises Education Corporation, 1965), V, 162.

<sup>2</sup>Ibid., p. 48; Sechrist, op. cit., pp. 108-109; Hottes, op. cit., p. 235; and statement by Mademoiselle Hugette, personal interview, August 4, 1966, Nice, France.

## SUMMARY

Instead of beginning with native American Christmas customs it made sense to research Europe's first; then note which have become an imperishable part of our culture and observances. The material has been carefully counter checked with several references on most topics to be sure it is accurate. Adding to this were documented statements taken by the writer while on tour the summer of 1966.

These many unique customs have combined in part and whole to make our lovely holiday. Greeting cards and carols from England, seals from Denmark, Santa Claus from Holland, the tree from Germany, nativity from Italy, toys and dolls from France, along with bells from Switzerland and "Silent Night" from Austria reflect in modified form customs from many widely separated lands and peoples. Yet here is a oneness in our happiness and joy on the occasion of this significant day. For truly the story of Christmas and the birth of Jesus makes this holiday the most beautiful of all.

### Evaluation of the Unit - Christmas

Did the materials presented enable the student to:

1. Identify and cultivate his interests, talents, and other strengths?
2. Recognize aspects of his own heritage?
3. Grow in his sense of kinship for all humanity? I am related to the past and future; with people everywhere.
4. See subject matter and information as only one aspect of the total aesthetic experience?
5. Begin to think, analyze, compare and synthesize the many components which make up this study?
6. Give his ideas written, oral, dramatic, artistic or creative expression and communicate them through varied media?
7. Accept and appreciate ideas of others by working together in large and small groups; accept his responsibilities?
8. Have his individual differences met?
9. Improve habits, interests, and fundamental skills which will lay foundations for later learnings?
10. Engage in leisure time activities beyond school work? These would be carried out at home and would coincide with the study at school.
11. Feed- back to the teacher parts to be developed or deleted for future use? (Individual conferences can be used here.)
12. Receive proper evaluation from these aspects:
  - a. divergent thinking cultivated?
  - b. adequate pupil participation?
  - c. creative products in evidence?
  - d. reactions to various materials available?

After each statement please rate with poor, fair, good, excellent, superior.

## Sample Bibliography of Resource Materials Available

1. Alden, Raymond and MacDonald. Why the Chimes Rang. New York: Bobbs Merrill Company, 1966.
2. Chafetz, Henry. The Legend of Befana. Eau Claire: E. M. Hale Publishing Company, 1963.
3. Crimmins, James C. The Boy Who Wanted to Be Santa Claus. Philadelphia: J. B. Lippincott Company, 1962.
4. Dalgliesh, Alice. Christmas. New York: Charles Scribner's Sons, 1934.
5. Devondorf, Ann. The Farmer's Troll. Minneapolis: T. S. Denison and Company, 1967.
6. Johnson, Lois. Christmas Stories round the World. Chicago: Holt, Rinehart and Winston, 1959.
7. Lewicki, James and Lillian. The Golden Book of Christmas Tales. New York: Golden Press, 1956.
8. Wenning, Elizabeth. The Christmas Mouse. Chicago: Holt, Rinehart and Winston, 1959.

## B. Films and Filmstrips

Christmas Series Filmstrip Number		Record Number
A-89	Christmas around the World	R 109
A-90	Christmas Carol, A.	R 111
B- 8	Christmas Donkey, The	R 111
B-29	Littlest Shepherd's Gift, The	R 110
B-84	Story of Hanukkah and Christmas, The	R 110
E-42	Celebrating Christmas	
AA-93	Christmas of Carol and Peter	RL021
F-88	Christmas through the Ages	
F-87	Night before Christmas	
J-25	Nutcracker (this has a record)	
L-16	Nutcracker and the Mouse King	

## Films

154 Christmas through the Ages

## C. Songs

## Traditional Christmas Carols

- England - Landeck, Beatrice, Elizabeth Crook, and Harold C. Youngberg. Making Music Your Own, Book I. Park Ridge, Illinois: Silver Burdett Company, 1964, "We Wish You a Merry Christmas," p. 60, and "I Saw Three Ships."
- Denmark - Boardman, Eunice, and Beth Landis. Exploring Music, Book III. New York: Holt, Rinehart and Winston, 1966, "Christmas Is Here," p. 79.
- Holland - Boardman, Eunice, and Beth Landis. Exploring Music, Book II. New York: Holt, Rinehart and Winston, 1966, "Look There Is the Steamer," p. 77, and "Jolly Old St. Nicholas."
- Germany - Landeck, Beatrice, Elizabeth Crook, and Harold C. Youngberg. Making Music Your Own. Book I. Park Ridge, Illinois: Silver Burdett Company, 1964, "Oh Tannenbaum," p. 56, and "Away in a Manger."
- France - Watters, Lorrain E., Louis G. Wersen, William Hartshorn, L. Eillen McMillan, Alice Gallup, and Frederick Beckman. Boston: Ginn and Company, 1965, "Long Ago," p. 70.
- Italy - "Friendly Beasts" and "Wind through the Olive Trees" both traditional.

## D. Listening

- March of the Toys from Babes in Toyland, Victor Hubert
- Nutcracker Suite - Tschikovsky
- The Little Shepherd - from Children's Corner, Debussy, RCA Listening Activities, Volume Two.
- Waltzing Doll - Poldini, RCA Listening Activities, Volume Two.

## E. Paintings

- Don Manuel - Francisco Goya
- The Feast of St. Nicholas - Jan Steen

Madonna of the Chair - Raphael

Child with Rocking Chair - Unknown

A Starry Night - Vincent Van Gogh

I'm sure there are many other paintings equally as suitable as these. Many of us have some that are easily available to us that are just as meaningful.

#### F. Poetry

1. Arbuthnott, May Hill. Time for Poetry. Chicago: Scott Foresman Company, 1951, "An Old Christmas Greeting," p. 368, "Bundles," p. 369, "A Visit from St. Nicholas," pp. 370-371, and "Christmas Carol," p. 372.
2. Bailey, Matilda, and Edna Horrocks. Our English Language, Grade 2. New York: American Book Company, 1956, "At Christmas," p. 116, and "Waiting," p. 118.
3. Brown, Helen, and Harry Heltman. Let's Read Together Poems. Chicago: Row Peterson Company, 1949, "Why Do Bells for Christmas Ring?", p. 138, and "When Santa Claus Comes," p. 140.

#### G. Resource People

Mrs. Darrell McMahan - 308 C Avenue East, Oskaloosa, Iowa. England

Mrs. Cor Van Edmond - 718 North 4th Street, Oskaloosa, Iowa. Holland

Mrs. F. O. Voight - 409 North 3rd Street, Oskaloosa, Iowa. Germany

Mrs. John Wagoner - 815 A Avenue East, Oskaloosa, Iowa. Germany

Post Office - for mailing Christmas cards and packages

Local Retail Stores, Y's Men Tree Lot - for purchase of room Christmas tree.

Nursing Homes - for caroling by the students to shut-ins

Junior or Senior High School Homemaking classes for preparation of special holiday foods.

Art Classes Senior High - for help in making, painting and firing French santons; also for a slide presentation of famous paintings by master artists which are appropriate for the Christmas season. French classes to come and help us with French Christmas carols.

Small vocal groups who could perform carols from other countries.

## H. Games

### TRIMMING THE CHRISTMAS TREE

Have the players sit in a circle. One in the middle says, "I have a Christmas tree, what will you give me to put on it?" The first player names something with A at the beginning, the next B, and so on. The game progresses through the alphabet. Two misses and you are out.

### CURVING CHRISTMAS CARDS

Place a wastebasket in the center of the room. Have the group each have six old Christmas cards. They try to toss them into the basket. There is a lot of curve to a card thrown a few feet away and it takes more skill than we realize. The one with the most cards in after five rounds wins.

### CHRISTMAS CHIMES

Suspend a hoop from a doorway with a bell in the center. Have two teams. Players take turns trying to throw the ball through the hoop causing the bell to ring. Those who do get ten points. If no bell rings, but the ball goes through the hoop - get five points. Continue to one hundred.

## I. Recipes

### SANTA CLAUS COOKIES - HOLLAND

2 cups brown sugar	$\frac{1}{2}$ t. cloves
$1\frac{1}{2}$ cups butter	1 t. baking powder
$3\frac{1}{2}$ cups flour	1 egg beaten
1 t. cinnamon	1 scant t. salt
$\frac{1}{2}$ t. nutmeg	

Cream butter and sugar, add remaining ingredients. Use your hands to make the dough. It is too stiff to stir. Form into rolls as for refrigerator cookies and leave overnight. Slice thin and bake 10 to 12 minutes at 350°.



## RICE PUDDING - DENMARK

Measure 1 cup rice, cook until soft, drain off the water; while warm add to it 1 tablespoon of cold butter. When cool mix it with a cup of sugar, a t. of nutmeg, and a t. of cinnamon. Beat up 4 eggs very light, yolks and whites separately; add them to the rice. Then stir in gradually 1 quart of sweet milk. Butter a pudding dish, turn in the mixture, insert an almond and bake in a moderate oven. This is an extremely large recipe and probably could be baked in two dishes. I'm sure it is enough to serve an average-sized class a small portion.

From My Weekly Reader, Education Press, Columbus, Ohio

December 4-8, 1961

### Christmas Cookies

Mix them and fix them  
with sugar and spice-  
cookies for Christmas  
must look extra-nice.

Cut them and shut them  
in ovens to bake.  
Fleck them and deck them  
with frosting you make.

Dry them and tie them  
to boughs of your tree,  
but don't let your puppy  
come sniffing to see!

-Aileen Fisher

December 8, 1965

### Christmas Tree

"I am going to a party,"  
said a little Christmas tree,  
"My jewels are bright and shining.  
I'm as happy as can be.  
I will give each child a present  
Wrapped in paper bright and gay,  
And I'll whisper in my branches,  
'Have a happy Christmas Day'."

December 7-11, 1964

### Christmas Lights

All over, all over, all over town  
 Lights come on when the sun goes down,  
 But never so many lights as these-  
 When houses are bright with Christmas trees.

All over, all over, high and low,  
 Holiday lights of Christmas show-  
 New ones, blue ones, mellow and bold,  
 Red ones, green ones, yellow and gold.

All over, all over, everywhere  
 Lights shine out in the Christmas air,  
 And everyone looks with pleased surprise  
 At lights that shine in everyone's eyes.  
 -Aileen Fisher

December 10-14, 1962

### The Christmas Pudding

Boys: Into the pudding put the plums,  
 All : Stirabout, stirabout, stirabout.  
 Girls: Next the good white flour comes,  
 All : Stirabout, stirabout, stirabout.  
 Boys: Sugar and peel and eggs and spice  
 All : Stirabout, stirabout, stirabout.  
 Girls: Mix them and fix them and cook  
       them twice,  
 All : Stirabout, stirabout, stirabout.  
 -Author Unknown

December 10-14, 1962

### Trim the Christmas Tree

Let's trim the Christmas tree!  
 Make some paper chains,  
 Cut a row of paper dolls,  
 And get some candy canes.

String some snowy popcorn,  
 Paint some pine cones bright,  
 And don't forget a golden star  
 To glow with Christmas light.

-Pearl H. Watts

### The American Stocking

In Norway they leave a basket  
 The queer little girls and boys  
 To be filled by good old Santa  
 With candy and nuts and toys.

In Holland a shoe is waiting  
 In Germany always a tree  
 But the good old American stocking  
 Is the best for you and me.

Selected

### "Merry Christmas" in Many Languages

Danish - Glaedelig Jul - Glad Yule

Dutch - Hartelijke Kerstgrueten

French - Joyeux Noel - Joyous Christmas

German - Froehliche weinachten

Italian - Bone Natale - Good Christmas

Horace J. Gerdner, Let's Celebrate Christmas,  
 New York: A. S. Barnes and Company, 1940,  
 p. 23.

## NEW YEAR OBSERVANCES

A party that people everywhere celebrate is the one for the Year. Bells ring, whistles blow, and horns blare. People sing songs, march in parades, eat special foods, and enjoy their friends and families.<sup>1</sup>

In the United States and most modern countries, time is measured by the sun. The earth goes around the sun in a great circle. This takes 365-1/4 days. Every four years on leap year an extra day is added at the end of February.<sup>2</sup>

Our New Year's Day is January 1st. That date was chosen by the Romans two thousand years ago. Julius Caesar, an important Roman emperor, devised a calendar that would not change. Today we still use this Roman calendar. These ancient Romans also named our twelve months. Caesar made January the first month of the year. January was named for Janus. He was a god with two faces. Romans thought he could look back at the old year and ahead to the new year. He was considered to be a god of beginnings and endings and openings and closings.<sup>3</sup>

Our American custom of staying up late on December 31st to watch the old year out and the new one in is because of Janus. The custom of making noise, blowing horns or whistles, ringing bells,

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<sup>1</sup>Lynn Groh, A Holiday Book, New Year's Day (Champaign: Garrard Publishing Company, 1964), p. 5.

<sup>2</sup>Ibid., p. 8.

<sup>3</sup>Ibid., p. 26; and Bernice Burnett, The First Book of Holidays (New York: Franklin Watts, Inc., 1955), p. 4.

wearing costumes and silly hats probably goes back to the old Roman Festivals.<sup>1</sup>

In most countries in Europe, New Year's is celebrated on the same date, January 1st, because of the influence of the empire of Rome. Midnight is the time when the old year ends. In most cities and countries people wait up till then for the new year to come.<sup>2</sup>

Many people today in England still open their doors at midnight to let in the New Year. French children receive gifts then instead of Christmas. In Germany and Greece the old year is cracked out with whips because long ago people believed that the old year would not go by itself but must be driven away.

When Europeans, Pilgrims, and Puritans came to America, they brought with them many of their customs. Dutch settlers liked to have open house on New Year's to entertain family and friends.<sup>3</sup>

Elaborate parades are held in some large cities. In Philadelphia Mummers march in a parade. They do this to welcome the New Year. They sing, dance, and play tricks as they parade through the streets. Judges watch and give prizes for the best and most interesting costumes.<sup>4</sup>

English settlers also kept open house. Eggnog was a favorite drink served at these festive occasions. A toast to good health was

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<sup>1</sup>Ibid., p. 5.      <sup>2</sup>Ibid., p. 31.

<sup>3</sup>Groh, op. cit., pp. 34-35.

<sup>4</sup>Childcraft, "Holidays and Customs," (Chicago: Field Enterprises, Education Corporation, 1967), V, 24-25.

usually made. Americans still hold to the drink and toast idea.

Other foods are traditionally associated with the New Year. Swedish people may eat ham for good luck. Germans eat herring; this is supposed to bring riches.<sup>1</sup>

In Japan a fish called carp is eaten. Carp are able to swim against strong currents and leap waterfalls. If you eat carp you might be able to do difficult things in the coming year.<sup>2</sup>

Two symbols of the New Year are well known to people in the United States. One is Father Time with his scythe for the reaping of years. He comes from Kronos the Greek god of Time. The other is the New Year Baby. He is dressed only in a diaper and a funny hat. He also comes from the Greek god Dionysus who was born new every year.<sup>3</sup>

New Year's Day, a legal holiday, is a time to put aside work and school. It is a time to enjoy the company of our friends and loved ones and to make resolutions. This means we will try to do better in the coming year. We enjoy singing songs together especially those about friends. The most famous one is called "Old Lang Syne". It was written two hundred years ago by a Scottish poet, Robert Burns. A friendly greeting is "For he's a jolly good fellow, which nobody can deny".<sup>4</sup>

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<sup>1</sup>Groh, op. cit., p. 49.

<sup>2</sup>Childcraft, op. cit., pp. 160-161.

<sup>3</sup>Groh, op. cit., p. 61.

<sup>4</sup>Ibid., p. 64.

## JEWISH NEW YEAR

Everyone celebrates New Year but it is not celebrated at the same time or in the same way. The Jewish New Year was observed about three thousand years before the Romans ever invented the calendar we use.

This celebration is still held in autumn or fall, usually around mid-September. The New Year's Day is known as Rosh Hasbanah, or "Day of Judgment". Jewish people believe they are judged by God on this day for their deeds. It is also a time to remember to thank God for their heritage. Promises are made to live a better life in the year to come.

Breads baked in smooth round loaves, a symbol for a smooth year ahead, and apple slices dipped in honey for a sweet year ahead are usually eaten by devout Jewish families.

Following the Rosh Hashanah (September 22 this year) ten days follow in which Jewish people pray and do good deeds. On Yom Kipper or "Day of Atonement" (October 1) they enter the synagogue for a complete day of fasting and prayer. Their prayers may be for their own bad deeds or for those of others. They feel God sees their lives very clearly so they plan to do good deeds in the future.

These two celebrations marking the Jewish New Year are solemn but happy days. The families read psalms and stories of old Jewish History from their Torah. It is a time to be grateful for friends, fellowship, and God's care and forgiveness.<sup>1</sup>

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<sup>1</sup>Ibid., pp. 33-34; and statements by Mr. and Mrs. Martin Bernstein, October 24, 1968, Oskaloosa, Iowa.



## GREEK NEW YEAR

For Greece New Year's is a time which reunites all members of families if it is at all possible. Loved ones try very hard to celebrate this holiday together.

Two customs are carried out by most Greek families in Greece or wherever they might be living. These are baking the new year pie, Vasilopita, and the playing of cards. The pie is a cake type in which are placed golden or silver coins. It is cut at midnight by the father or oldest member of the family. The person receiving the coin in his pie is said to be lucky for the coming year. A piece is also cut for the house and for one's place of employment. If the coin is in these servings all householders will be well, or in the shop or store, work will go well.

Every Greek family plays cards on New Year's Eve to bring them good luck. Both of these customs come from a time long ago when tax collectors from Asia Minor came to collect money from the Greeks. After the cake type pie is served there is a good meal, dancing, and fun until early morning hours.<sup>1</sup>

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<sup>1</sup>American Home Economics Association, Family Holidays around the World (Washington: American Home Economics Association, 1964), pp. 37-38.

## ETHIOPIAN NEW YEAR

People of Ethiopia celebrate the new year during the first six days of September. They are happy because the rainy season is over and the harvest season is beginning.

Everyone wears some new article of clothing. The girls of the village make bouquets of flowers or fill baskets with fruit. They go from house to house singing happy songs, wishing everyone a good year, and giving their gifts of flowers or fruit. The girls are rewarded with fruit, candy, or coins. When darkness comes, boys light small fires along the way so that girls may continue to visit.<sup>1</sup>

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<sup>1</sup>My Weekly Reader, XXXVIII, No. 13 (December 11, 1968). (Published by Education Press, Columbus, Ohio.)

## NEW YEAR FOR ORIENTAL PEOPLE

## A. China

The Chinese New Year is the biggest and most important festival of the year. The celebration lasts two weeks. It is usually between January 21 and February 19. This is a moveable date, the first new moon after the sun enters the sign of Aquarius. It is extra special because it celebrates the birthday for all Chinese people.

Adults try very hard to get all their old bills paid before the New Year celebration begins. They also clean and straighten their households in preparation for the holiday.

New Year's Eve is a time when family members gather to feast and reminisce. Food is plentiful. Incense is burned as reminders of ancestors who have passed on. Chinese honor them very highly.<sup>1</sup>

Children in China during the New Year celebrations don't have to lose a tooth to get money under their pillows. All they do is go to sleep. Mothers or fathers put money in a little red envelope and slip it under pillows for their youngsters. The red means good luck.<sup>2</sup>

On New Year's morning fathers place red scrolls on doorways or posts to wish their home happiness, prosperity, and long life.

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<sup>1</sup>American Home Economics Association, op. cit., pp. 68-69; and My Weekly Reader, loc. cit.

<sup>2</sup>Childcraft, op. cit., pp. 94-95.

The Lantern Festival brings to a close the fifteen-day celebration. Paper lanterns are in windows, doorways, and streets. Parades are led by great dragons. The dragon is the symbol of goodness and strength to the Chinese.<sup>1</sup>

#### B. Korea

Celebrated on the first day of the first month of the lunar calendar this date falls on February first--much the same as China's. The New Year celebration is important to all Koreans because it is everyone's birthday. Regardless of his date of his birth, a Korean is a year old when he is born and becomes a year older each New Year's day. Age is important to Koreans just as it is to Chinese.

There are parties on New Year's Eve with friends. It is a time to forget the bad of the past year and to make special plans for the coming year. Everyone enjoys a big meal together.

Their celebration also lasts fifteen days and ends with the family and friends watching for the first full moon of the year. The one who sees it first is the most lucky but all who see it make wishes for the coming year for happiness and good fortune.<sup>2</sup>

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<sup>1</sup>American Home Economics Association, op. cit., p. 57.

<sup>2</sup>Ibid., pp. 73-74.

## NEW YEAR IN THE UNITED STATES

The New Year in the United States is celebrated at midnight on January first. Great cheers go up, bells ring, horns blow and confetti is showered down. All these tell our friends of our good wishes for them. Parties may be large or small. Resolutions are made because we want to have happier lives in the future. In more recent times football games and parades are enjoyed on television on New Year's Day.

No matter when it is, New Year has the same meaning everywhere. It means that an old period of time has passed away and a new one is beginning. It is a time for a brighter future. Most of all New Year is a time of fun with family and good friends. People everywhere want happiness and peace in the world.<sup>1</sup>

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<sup>1</sup>Groh, op. cit., p. 8.

## Behavioral Goals for Unit on New Year's

## THE CHILD:

1. Shares with the class how New Year's Eve and Day were spent in his home with his family.
2. Writes a simple resolution which can be kept.
3. Recognizes, names, and spells January as the first month of the new year.
4. Uses the New Year observance as a springboard for the Time Unit normally begun in Social Studies in January.
  - a. 12 months
  - b. 4 seasons
  - c. 365 days except leap year
5. Contrasts New Year in the United States with New Year of another group studied.
  - a. Jewish or Israel
  - b. Oriental or Chinese or Korean
  - c. Greek or Greece
  - d. Ethiopia
6. Enjoys several stories about the New Year.
7. Learns appropriate songs and poetry
8. Listens to musical selections pertinent to the study; responds creatively with instruments.
9. Enjoys visit of a resource person from Korea who would tell of the birthday celebration in his country.
10. Knows New Year celebrations are observed by people in many countries at different times of the year; he demonstrates this knowledge by naming another observance different from his own.

### Suggested Activities or Creative Experiences

1. Uses bells or chimes to create simple tunes, melodies, or rhythms.
2. Makes eggnog as a traditional English New Year drink. Toasts his friends.
3. Participates in various kinds of card games realizing Greeks played cards at their New Year as a sign of good luck.
4. Eats apple slices dipped in honey for a sweet new year just as Jewish people do at their Rosh Hashanah.
5. Makes a red paper envelope for coins to place under the pillow of younger brother or sister for good luck. This custom is Chinese.
6. Makes paper lanterns for Chinese Lantern Festival (girls); decorates a paper dragon, symbol of goodness and strength, (boys).
7. Writes a letter to his parents and promises to improve in the future in appreciation for his home and happy family life.

## Evaluation of the Unit - New Year's Day

Did the materials presented enable the student to:

1. Identify and cultivate his interests, talents, and other strengths?
2. Recognize aspects of his own heritage?
3. Grow in his sense of kinship for all humanity? I am related to the past and future; with people everywhere.
4. See subject matter and information as only one aspect of the total aesthetic experience?
5. Begin to think, analyze, compare and synthesize the many components which make up this study?
6. Give his ideas written, oral, dramatic, artistic or creative expression and communicate them through varied media?
7. Accept and appreciate ideas of others by working together in large and small groups; accept his responsibilities?
8. Have his individual differences met?
9. Improve habits, interests, and fundamental skills which will lay foundations for later learnings?
10. Engage in leisure time activities beyond school work? These would be carried out at home and would coincide with the study at school.
11. Feed- back to the teacher parts to be developed or deleted for future use? (Individual conferences can be used here.)
12. Receive proper evaluation from these aspects:
  - a. divergent thinking cultivated?
  - b. adequate pupil participation?
  - c. creative products in evidence?
  - d. reactions to various materials available?

After each statement please rate with poor, fair, good, excellent, superior.



## Sample Bibliography of Resource Materials Available

## A. Books

- Burnett, Bernice. The First Book of Holidays. New York: Franklin A. Watts, Inc., 1955.
- \*Bishop, Claire Huchet, and Kurt Wiese. Five Chinese Brothers. U.S.A.: Coward McCann, Inc., 1938.
- \*Doss, Helen. All the Children of the World. New York: Abingdon Press, 1958.
- \*Earle, Vana. Wish around the World. New York: David McKay and Company, 1954.
- Groh, Lynn. A Holiday Book New Year's Day. Champaign, Illinois: Garrard Publishing Company, 1964.
- \*Matsuno, Mashko. A Pair of Red Clogs. Cleveland: World Book Company, 1960.
- \*\_\_\_\_\_. Lee Fong and His Toy Junk. New York: David McKay, Inc., 1955.
- Milhous, Katherine. Patrick and the Golden Slippers. New York: Charles Scribner's Sons, 1951.
- \*Yen Liang. The Pot Bank. U.S.A., Philadelphia: J. B. Lippincott Company, 1956.

(The books marked with the \* do not deal directly with New Year's celebrations in these countries but they do much to develop concepts related to the cultures.)

## B. Listening

Carillon from L'Arlesienne Suite Number One by George Bizet

Instrumental - Westminster Chimes - Old English Chime Peal

## C. Poetry

Arbuthnot, May Hill. Time for Poetry. Chicago: Scott Foresman, 1951, "New Year's Day," p. 372.

Barrows, Marjorie. One Hundred Best Poems for Boys and Girls. Racine, Wisconsin: Whitman Publishing Company, 1930, "The Snowman's Resolution," p. 51.

Hazeltine, Alice, and Elva Smith. The Year Around. Eau Claire: E. M. Hale and Company, 1961, "January Snow," p. 162, and "January," p. 164.

My Weekly Reader, XXXVIII, No. 13 (December 11, 1968). Published by Education Press, Columbus, Ohio.) "English Children's Rhyme," "Happy New Year," also "Old Year, New Year".

## D. Paintings

Chardin, Jean Baptiste, The House of Cards.

Homer, Winslow, The Lookout, All's Well and Snap the Whip.

Leger, Fernand, Three Musicians.

Murillo, Bartolome, Children of the Shell.

Miro, Juan, The Poetess.

Kano Yutoku, Chinese Children at Play.

## E. Songs

Boardman, Eunice, and Beth Landis. Exploring Music, Book Four. New York: Holt, Rinehart and Winston, 1966. "Little Bells of Westminster," p. 68, "The Bell Doth Toll," p. 69, also "French Cathedrals".

This Is Music, Book Two. Chicago: Allyn and Bacon, Inc., 1961, "Oranges and Lemons," (English Folk Song), p. 63; and "Bell Carol," p. 152.

Watters, Lorrain E., Louis G. Wersen, William Hartshorn, L. Eillen McMillarn, Alice Gallup, and Frederick Beckman. The Magic of Music, Book Three, "A New Year's Greeting," p. 105.

## F. Resource People

Black, Mrs. Dale --Japan (many of the Japanese customs are very similar to the Chinese and Korean so I believe this lady could be helpful.)

Shrago, Mrs. Don -- Jewish New Year.

Vertz, Mrs. William-- Korea.

### February's Patriotic Days

Columbus discovered America in 1492. Later other explorers visited this new country. Many people living in Europe also decided to settle here. Life was difficult for these early people. However many survived to build settlements, and colonies for England were begun.<sup>1</sup>

These early colonists in America grew tobacco, they also traded lumber from the great forests to the mother country for food and clothing.<sup>2</sup>

In 1620 Pilgrims came to America in their ship the Mayflower. These people settled in a part of America called New England. From the study of the Pilgrims at Thanksgiving much can be recalled of their life and experiences.

In 1630 Puritans also came to America. These people developed trading overseas. They sent lumber and furs back to England for sugar and household goods. Fish, dried and salted, was also shipped to Europe.<sup>3</sup>

Dutch settlers came. They too sent products back to the Netherlands in exchange for supplies needed in the new land. As time passed

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<sup>1</sup>Margaret Farquhar, Colonial Life in America (Chicago: Holt, Rinehart and Winston, 1962), p. 1.

<sup>2</sup>Ibid., pp. 3-5.

<sup>3</sup>Ibid., p. 27.

people from other countries in Europe came to gain new freedoms in America. Swedes and Germans came and became especially good farmers. William Penn and Quakers from England settled in Philadelphia.<sup>1</sup>

By this time England owned large amounts of land in America but the king wanted more. Soon England had thirteen colonies in America. The people had to obey the rules and laws of England. As the new country grew its people wanted their freedom from England.

On July 4, 1776 men from the thirteen colonies met in Philadelphia at Independence Square. Important men had written and signed the Declaration of Independence. This stated that they wanted to be free from England. They were proud and happy and wanted to be part of a new nation. Then the colonists fought a long Revolutionary War with England. They won. They were free to become a new country and to govern themselves. Now this country was called the United States of America. That day of July 4, in 1776 really became our country's birthday. The Fourth of July is still celebrated by proud Americans everywhere with parades, fireworks, and happy times.<sup>2</sup>

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<sup>1</sup>Frances Cavanah, Our Country's Story (Eau Claire: E. M. Hale and Company, 1964), pp. 19-21.

<sup>2</sup>Charles Graves, A Holiday Book, Fourth of July (Champaign: Garrard Publishing Company, 1963), pp. 5-11.

## George Washington

"The Declaration of Independence said the Colonists were free, but George Washington and his little army had to make them free." Without his leadership it would have been extremely difficult.<sup>1</sup>

George Washington was born on February 22, 1732 on a farm in Virginia. He was born in America when it still belonged to England. Many interesting stories are told about him when he was a young boy. The one about the cherry tree is probably the most famous.<sup>2</sup>

When George Washington was a young man he followed the profession of his father. He was a surveyor. This is a person who measures land. George learned to use tools, make maps, live in the wilderness and deal with Indians. All of this was helpful to him in his later life. He also learned more and more about his country.<sup>3</sup>

He married Martha Custis and lived at Mount Vernon. He was interested in farming methods and new crops. He served his country by helping to make some of its laws.<sup>4</sup>

When America declared her independence in 1776 Washington was the head of the army. His soldiers admired his courage and his military leadership. They knew he would do everything he could to win the

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<sup>1</sup>Cavanah, op. cit., pp. 30-31.

<sup>2</sup>John Parlin, A Holiday Book, Patriots' Days (Champaign: Garrard Publishing Company, 1964), pp. 5-8.

<sup>3</sup>Clara Ingram Judson, George Washington (Chicago: Follet Publishing Company, 1961), pp. 8-14; and Gertrude Norman, A Man Named Washington (New York: G. P. Putnam's Sons, 1960), pp. 6-10.

<sup>4</sup>Ibid., pp. 18-20; and Ibid., pp. 14-15.

war with England.<sup>1</sup>

The American soldiers won some battles but they lost many also. Washington never gave up. After eight years of difficult fighting the war was won.<sup>2</sup>

After the war was over a new government was set up. The American Colonists were now the United States of America. This new government needed a president. Americans wanted Washington. He became our nation's first president. He served two terms or eight years. He made the new government strong and successful. When he was president the capitol was in New York. Later it was moved to Philadelphia.<sup>3</sup>

After eight years as president he returned to Mount Vernon where he died and was buried. Today as when he was living his birthday is observed. People celebrate it with cherry pie or log-shaped chocolate cake with cherries on top to remind them of stories about his life.<sup>4</sup>

Washington is known as the Father of Our Country. A writer and actor named George M. Cohan wrote a poem which says "First in War, First in Peace, and First in the Hearts of his Countrymen". These words still express America's feelings about Washington.<sup>5</sup>

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<sup>1</sup>Parlin, op. cit., pp. 9-10.

<sup>2</sup>Judson, op. cit., p. 25; and Cavanahm, loc. cit.

<sup>3</sup>Parlin, op. cit., pp. 10-12.

<sup>4</sup>Bernice Burnett, A First Book of Holidays (New York: Franklin Watts, Inc., 1955), p. 10.

<sup>5</sup>Parlin, op. cit., p. 19.

## Abraham Lincoln

George Washington was not the only man who helped America become great. Because he helped our country in times of war and when it was very young we remember him. However many other important Americans had a part in the history of our country. Among them was a man named Abraham Lincoln. Here are some facts about his life.

Lincoln was born in the state of Kentucky on February 12, 1809. This was nine years after Washington died. Most of Abe's life was spent on various farms. He and his sister Sarah both wanted to go to school. Abe however especially wanted to get an education so that he could someday become a lawyer.<sup>1</sup>

While the Lincoln's lived in Indiana Abe's mother died. After a while Mr. Lincoln went back to Kentucky. When he returned to Indiana he brought a new Mrs. Lincoln with him. She also brought her three children. Among the things she brought with her were books. With her help Abe's reading improved and he became even more interested in getting an education. Although he spent little time in schools he was always learning. He taught himself at every opportunity.<sup>2</sup>

As the years passed Abe worked on river boats, did farm labor, worked in stores, was a postmaster, and served in the army. By reading

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<sup>1</sup>Clara Ingram Judson, Abraham Lincoln (Chicago: Follett Publishing Company, 1961), pp. 5-8.

<sup>2</sup>Ibid., pp. 12-14.



books in his spare time he learned much about laws. He was elected by the people of Illinois to help make laws for their state. People liked to hear Lincoln talk. He made them think and he made them laugh. He made many friends and they elected him to go to Washington to help make laws for the whole country.

At this time people in the South had very large farms. They needed slaves to work the farms to grow the cotton. Northern farms were not so large. These people believed it was wrong to have slaves. Arguments about this occurred. Some people even felt the North and South should separate and become two countries.<sup>1</sup>

Lincoln felt the United States should stay as one country. He talked very plainly about this. Many people liked what Lincoln said. They asked him to be president. When he was elected he left Illinois and went to live in Washington, D.C.

States in the South separated from those of the North. A dreadful war began because of negro slavery. It was called the Civil War or the War between the States.<sup>2</sup>

This war lasted four years. The South was hurt the most because much of the fighting was on their soil. When it was over slaves were freed and the states were united.<sup>3</sup>

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<sup>1</sup>Ibid., pp. 20-25.

<sup>2</sup>Graves, op. cit., pp. 31-32.

<sup>3</sup>Judson, op. cit., p. 27; Cavanah, op. cit., pp. 50-53; and Burnett, op. cit., p. 7.

President Lincoln had many plans to make the South strong again. Before any of these plans could be tried a man named John Wilkes Booth killed him.<sup>1</sup>

After his death people remembered his honesty and the wise and fair things he had said. They recalled his wonderful sense of humor. Most of all they remembered him as the president who kept the United States together during a very troubled time. Today everyone celebrates his birthday. He was our sixteenth president and a truly great American. He loved his country and his friends. He wanted them all to be free and united.

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<sup>1</sup>F. E. Compton Company, Compton's Pictured Encyclopedia (Chicago: William Benton Publisher, 1965), XV, 279-286 used as source information for all the material on Lincoln.

## The President and Congress

The job of being president of the United States for four years is a very difficult and challenging one. It is a rewarding one, too. However the president has assistance from many others in our country. Special help in making laws comes from the Congress. These people called senators and representatives are elected in their own communities and states and go to Washington, D.C. to help with the work of our government. These congressmen meet in the Capitol.

All of the people in the United States help their president and lawmakers by being the best citizens they can be wherever they live. It is important that everyone appreciates the past, contributes to the present, and strives for the continued well being of his land and its people in the future. A child can be a good citizen by learning about his country and preparing himself for his adult responsibilities.

### Washington, D.C. Our Nation's Capitol

The capitol city of the United States is in Washington, D.C. It has not always been there. When George Washington became our first president the capitol was in New York. Later it was moved to Philadelphia. It was in 1789 when our lawmakers decided that we needed a new city whose only business would be the government of our country. President Washington set up the District of Columbia and chose the site of the location for our present capitol. This land was not to belong to any state but was to be the center for our federal government.<sup>1</sup>

The Capitol is the meeting place for our Congress. It is a very beautiful building. There are many rooms and chambers here where senators and representatives make our nation's laws. There are staircases, lovely paintings, art works, and an impressive dome. From the top of this dome one can see the entire city. Grouped around the Capitol are many other impressive government buildings.<sup>2</sup>

Not far from here on Pennsylvania Avenue is the White House. This is probably the most famous house in the United States because our President lives here. It is the oldest government building in Washington.

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<sup>1</sup>Mary Phelan, The White House (New York: Holt, Rinehart and Winston, 1962), pp. 8-9.

<sup>2</sup>Compton's, op. cit., pp. 30-31.

The President does not own the White House. It belongs to the government, which really means all the people. The President only lives there while he is in this high office. Tourists in Washington may see this lovely mansion where the President lives.

George Washington never lived in the house he helped to plan. The second president, John Adams, and his family were the first to live there.<sup>1</sup> Mrs. Madison, wife of the fourth president, began Easter egg rolling on the White House lawn. Children in our nation's capitol still enjoy this party on the Monday following Easter.<sup>2</sup>

In 1814 British soldiers burned our President's House. When it was repaired a lovely new south porch was added.<sup>3</sup> In 1902 the official name for the President's House became the White House. Franklin D. Roosevelt lived in the White House the longest. He was there for twelve years.<sup>4</sup> While Mr. Truman was president the White House was repaired extensively. The White House has 132 rooms and twenty baths and showers. Many people work to keep this home running smoothly. It continues to be the most famous home in America. All our citizens feel it belongs to them.<sup>5</sup>

The south lawn of the White House faces a large part and grounds where the Washington Monument is located. It is in memory of our first president. This monument is 555 feet high and has 898 steps. One can

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<sup>1</sup>Phelan, op. cit., p. 12.

<sup>2</sup>Ibid., p. 17.

<sup>3</sup>Phelan, op. cit., p. 33.

<sup>4</sup>Ibid., p. 34.

<sup>5</sup>Ibid., p. 39.

walk to the top of the monument or ride to the top in a fast elevator. From the top there is an impressive view of the city.<sup>1</sup>

West of the Washington Monument is the Lincoln Memorial. This is shaped like a temple and is made of beautiful marble.<sup>2</sup> Seated in a stone chair in the center of the temple is a great stone statue of Abraham Lincoln. He was our sixteenth president. Two of his great speeches are inscribed on the walls.<sup>3</sup>

Not far from Washington, D.C. located on the Potomac River is Mount Vernon. This is the home and burial place of George and Martha Washington. While they lived there it was a very beautiful estate. After their deaths relatives could not keep it as they had done. It became run-down and very shabby. In 1860 the Mount Vernon Ladies Association bought the estate. After the Civil War they set about restoring it. Today Mount Vernon is beautifully kept. More than a million people visit Mount Vernon each year.<sup>4</sup>

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<sup>1</sup>Graves, op. cit., p. 49; and Compton's, op. cit., p. 33.

<sup>2</sup>Ibid.      <sup>3</sup>Parlin, op. cit., p. 47.

<sup>4</sup>Ibid., pp. 25-27.

### Our National Symbols

The American Eagle is the emblem of the United States. Our country also has a great seal. This seal or stamp goes on important papers. The seal is on the back of a dollar bill. The American Eagle is on it too. It holds an olive branch in its right claw. This stands for peace. It holds thirteen arrows in its left claw. The thirteen is for the original states and the arrows mean the United States is ready to defend herself. In the eagle's beak is a ribbon with some latin words which say "one out of many". This means the United States is one great nation but it is made of many states. The eagle and the seal are important to Americans.<sup>1</sup>

Uncle Sam has become important, too. He is a make-believe person who stands for the United States. He is very tall and wears a high hat. Part of the hat is striped red and white. Part is blue with stars. His coat is blue with white stars. His pants are red and white striped. Uncle Sam looks like an American flag because he wears patriotic colors.<sup>2</sup>

Flags have always been important in our country because many early settlers brought the flags of their countries when they explored. The first true American flags were not seen until just before the

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<sup>1</sup>Graves, op. cit., pp. 27-29.

<sup>2</sup>Ibid., pp. 29-30.

Revolution. Before this our flag had been the flag of England. Some states had their own flags, too. General George Washington felt it would be best to have the same flag for all the colonies.<sup>1</sup>

On June 14, 1777 the Stars and Stripes were created and June 14th since that time has been celebrated as Flag Day. Ever since then except for small changes the flag of the United States has stayed the same. It is the second oldest flag in the world. Only Denmark's is older.<sup>2</sup>

People say that George Washington asked Betsy Ross to make our first flag. No one is really sure that this is true. After the Revolution new land was bought so that our country became much larger. When explorers went out to these new lands they carried with them this new red, white, and blue flag.<sup>3</sup>

In 1812 a song called our national anthem was written by Francis Scott Key about our flag. It is called "The Star Spangled Banner". In 1818 Congress also decided that there should be thirteen stripes on our flag. This is in memory of our thirteen original states. Stars would be added for each new state.<sup>4</sup> Iowa became a state in 1846. Its star was the 29th to be added to the American flag.

The flag with its seven red stripes and six white stripes and forty-eight stars on a field of blue stayed that way for almost half a

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<sup>1</sup>Leslie Waller, Our Flag (New York: Holt, Rinehart and Winston, 1960), p. 6.

<sup>2</sup>Ibid., p. 10.      <sup>3</sup>Waller, op. cit., pp. 14, 17.

<sup>4</sup>Ibid., p. 19.



century. Many important things happened to our country during that time. It was this way during World War I and World War II and the war in Korea.<sup>1</sup>

Now for the first time in nearly fifty years new stars have been added to the American flag. These were added when Alaska and Hawaii became states. Presently the flag has fifty stars. The colors have special meaning. The red stands for courage. White stands for a clean and honest way of living. Blue stands for loyalty. The stars stand for power and might. When we add these all together they are just what we want our country to be like.<sup>2</sup>

Boys and girls should learn how to properly display their flag. No other flag should be placed above it. It should never be allowed to touch the ground. The stars are displayed in the left hand corner. It is usually taken in at night. There are also special days during the year that our flag may be displayed at our homes. In a parade servicemen salute it. Men remove their hats when it is passing by.<sup>3</sup>

Children also salute their flag. They do this by placing their right hand over their hearts and giving a pledge. This is a promise that you honor your flag because it stands for your country and your people. It stands for the good we have done in the past and the good we will do

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<sup>1</sup>Ibid., pp. 35-38.

<sup>2</sup>Ibid., p. 39.

<sup>3</sup>Ibid., pp. 40-41.

in years to come. This is why you learn to say this pledge at school.<sup>1</sup>

"I pledge allegiance to the flag of the United States of America and to the republic for which it stands. One nation, under God, indivisible with liberty and justice for all."

The United States is strong because Americans have helped one another. The early Colonists and pioneers helped each other. This has become important to us. We want the best for all our people. This can come true if we all continue to care and to help one another. This is not only true for citizens in our own country of America but it must come true for countries throughout the world. Countries and peoples must learn to help one another. They must learn to live together in peaceful ways.<sup>2</sup>

"American boys and girls know that they will always love their own country best, just as they love their own families best. But they want to be friends with all the people of the world. They know that everybody everywhere will be happier when people learn to live in peace and friendship."

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<sup>1</sup>Ibid., pp. 42-43.

<sup>2</sup>Cavanah, op. cit., p. 72.

### Behavioral Goals for Unit on February's Patriotic Days

#### THE CHILD:

1. Recalls incidents about some of the early settlers of our country, Columbus, Pilgrims, Puritans, et cetera, discusses with classmates.
2. Names the country to whom the colonies belonged. Locates it on map.
3. Names the war fought for our freedom, recognizes the printed word when he sees it.
4. Names the war fought to keep our country from separating over the issues of slavery, recognizes the printed word when he sees it.
5. Locates on a calendar dates for: our country's birthday, Lincoln's birthday, and Washington's birthday. Observes the two latter by special celebrations at school.
6. Relates two or three interesting facts or events from the lives of Lincoln and Washington.
7. Compares problems of the president in earlier days with problems of the president today.
8. Discusses these concepts about the president
  - a. elected for a four-year term
  - b. he is elected by private citizens who vote for him
  - c. the job is an important and challenging one.
9. Compares president and congress, with governor and state legislature, and mayor and city council at the local level.
10. Locates on a map the city of Washington, D.C. Explains to the class two or three facts about the Capitol, The White House, Washington Monument, Lincoln Memorial and Mount Vernon.
11. Indicates his interest in the history of his country by reading from reference materials.
12. Writes the colors of the flag and what each stands for. This could be done in a report about The Flag.

13. Respects his flag by saluting it with real feeling; learns proper ways and times to display the flag by listing them.
14. Shows his love for his country by practicing good citizenship in all facets of his life.

### Suggested Activities or Creative Experiences

1. Make up a Television Show about
  - a. early days of our country.
  - b. two great presidents.
  - c. our country's song and flag.
  - d. the birthday of our country-July fourth.
2. Read for pleasure and information from books and research materials.
3. Collect pictures, postcards, booklets, pamphlets, about Washington, Lincoln, Our Nation's Capitol, Mt. Vernon or some emblems.
4. View suitable films, stripfilms; invites a resource person from the community to show slides and give a travelogue.
5. Role play - visitors from another country who want to know about the president.
6. Measures the distance from Oskaloosa to Washington, D.C. Writes the miles, traces the route.
7. Responds with a Humanities Approach by
  - a. learning words to our National Anthem, singing this along with other appropriate patriotic music.
  - b. marching with simple instrument accompaniment.
  - c. listening to recordings which arouse patriotism.
  - d. studying art prints to see aspects of history, color, design and theme.
  - e. memorizing and composing poetry.
8. Creates an American flag from crepe paper for the bulletin board; counts the seven red stripes, the six white stripes and the fifty stars. Note that the Iowa star was the 29th star to be added.
9. Write letters to senators and representative from this district Senator Hughes, Senator Jack Miller and Rep. John Kyle. Invite former United States Representative Bert Bandstra, Pella, to tell of his experiences.

10. Carry out voting by using secret ballots and a voting booth.  
This would be similar to their parents' voting.
  - a. show an official ballot.
  - b. show a picture of a voting machine.
  - c. find out where their parents vote in elections.
11. Look for pictures of great men on money.
12. Make a display of antique items used during early days of our country. Could utilize a lay person here if you preferred.
13. Enjoy a visit from a D.A.R. member in our community who can tell about this organization and its qualifications for membership; also C.A.R.
14. Plan a patriotic party--invite Homemaking Class who entertained us at Junior High.
  - a. write invitations.
  - b. plan table decorations and entertainment.
  - c. make party hats.
  - d. prepare cherry dessert for refreshments.

### Evaluation of the Unit - February's Patriotic Days

Did the materials presented enable the student to:

1. Identify and cultivate his interests, talents, and other strengths?
2. Recognize aspects of his own heritage?
3. Grow in his sense of kinship for all humanity? I am related to the past and future; with people everywhere.
4. See subject matter and information as only one aspect of the total aesthetic experience?
5. Begin to think, analyze, compare and synthesize the many components which make up this study?
6. Give his ideas written, oral, dramatic, artistic or creative expression and communicate them through varied media?
7. Accept and appreciate ideas of others by working together in large and small groups; accept his responsibilities?
8. Have his individual differences met?
9. Improve habits, interests, and fundamental skills which will lay foundations for later learnings?
10. Engage in leisure time activities beyond school work? These would be carried out at home and would coincide with the study at school.
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12. Receive proper evaluation from these aspects:
  - a. divergent thinking cultivated?
  - b. adequate pupil participation?
  - c. creative products in evidence?
  - d. reactions to various materials available?

After each statement please rate with poor, fair, good, excellent, superior.

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- Waller, Leslie. Our Flag. New York: Holt, Rinehart, and Winston, 1960.

### B. Films

- 03025 Over the Ramparts We Watch SDcol 10 m. Em 55 - Media Center
- Co 23 Special Days in February - Oskaloosa Film Library



## C. Music Activities

## Listening

Sousa - Stars and Stripes Forever  
 Schubert - Marche Militaire  
 Schumann - Soldiers March  
 Military March  
 The Girl I Left Behind Me

Other appropriate marches or patriotic records which are easily available to you.

## Songs

Boardman, Eunice, and Beth Landis. Exploring Music, Book Two. New York: Holt, Rinehart, Winston, 1966, "America," p. 3; and "The Flag Goes By," p. 24. "Yankee Doodle," p. 118, also "Soldier Boy," from Book One, p. 15.

Berg, Richard, David Hooley, Robert Pace, and Josephine Wolverton. Music for Young Americans. Chicago: American Book Company, 1959, "Red, White, and Blue," p. 48, "Abraham Lincoln," p. 114, and "Washington's Birthday," p. 115.

Watters, Lorrain, Louis Wersen, William Hartshan, Eileen McMillian, Alice Gallup, and Frederick Beckman. Magic of Music, Book Two. Boston: Ginn Publishing Company, 1966, "Our Flag," p. 119.

## Other Familiar Songs

America the Beautiful  
 Battle Hymn of the Republic  
 Dixie  
 Listen to the Mocking Bird  
 Star Spangled Banner  
 When Johnny Comes Marching Home

## C. Poetry

Arbuthnot, May Hill. Time for Poetry. Chicago: Scott Foresman Company, 1951, "Washington," by Nancy Bird Turner, p. 52.

Hazeltine, Alice, Elva Smith. The Year Around. Eau Claire: E. M. Hale and Company, 1961, "Lincoln's Birthday," p. 173, "For February 12th," p. 174, "Prairie," p. 175, "Abe Lincoln," p. 176, "Picture People," p. 181, and "George Washington," p. 182.

Others that are attached and those of your own that are old favorites.

## D. Paintings

G. H. Boughton - Pilgrims Going to Church  
 Darro - Abraham Lincoln  
 Luke Deheny - Not So Long Ago  
 Arnold Kohn - The Parallel  
 Leutze - Washington Crossing the Delaware  
 Stuart, Frothingham - George Washington  
 Trumbull - The Signing of the Declaration of Independence  
 Archibald M. Willard - Spirit of Seventy Six

The above-mentioned art prints can be obtained from Giant Photos, Box 406, Rockford, Illinois.

Artist Unknown - George Washington on a White Charger, My Weekly Reader Art Gallery II.  
 Winslow Homer - The Country School, My Weekly Reader Art Gallery I.

Any prints of Early Americana could be utilized here.

## E. Resource People

Antique dealers of our community who would "Show and Tell" about early American household items. Boys might be interested in guns, swords, powder horn, munition balls, patch boxes, et cetera. Children would also like to make their own display.

D.A.R. Member who would tell of the organization and its requirements for membership - Mrs. John Lytle, South Market Street. She could also tell of the D.A.R. Contest on Citizenship open to 5th and 6th graders; also C.A.R. organization for children. You may be personally acquainted with a D.A.R. person you would like to invite.

Eagle Scouts - Clifford Jones, 315 South Ninth  
                                 David or Marlowe Dickinson, 461 North Ninth  
 (These boys might talk about qualities of good citizenship and how scouting helps to develop these in young people.)

Mrs. Harold Fuller - 1704 Kemble Drive - Slides and Travelogue of Washington, D.C. and Mount Vernon.

Mrs. Leroy Wymore - 1208 South First - Slides and Travelogue of New Salem and Springfield, Illinois "Lincoln Land".

## Drill

Ten little finger soldiers  
 Standing in a row  
 (Hold up fingers)  
 Up the hill, Around the hill  
 (Hands up - Hands down)  
 Marching they will go  
 When they're high, they're very high  
 (Raise hands high)  
 When they're down, they're low.  
 (lower hands)  
 Ten little finger Soldiers  
 Marching in a row  
 (Marching movement of hands)

Marguerite Gode, Finger Fun (Wilkenburg,  
 Penna: Hayes School Publishing Company),  
 p. 28.

## Long Live America

Long live America  
 My own dear fatherland  
 I'll serve her loyally  
 With heart and Mind and hand.

Long live America  
 The land where I was born  
 I love her city streets  
 I love her fields of corn.

Long live America  
 Where mountains touch the sky  
 Long live democracy  
 May freedom never die.

## Old Glory

I love each shining star because  
 It tells a wondrous story  
 I love each stripe in our dear flag  
 The flag we call "Old Glory".

I love its field of azure blue,  
Each star that twinkles there;  
I love its red and snowy white  
To me it all is fair.

I love to see it float on high  
Above each tower and steeple  
I love to doff my hat to it,  
The flag of a free people.

I love Old Glory more each day,  
The banner of our nation  
America, our native land!  
A land of God's Creation!

-Alonzo Newton Benn

#### Be Proud of Your Flag

Oh the stars and the stripes  
They belong to you  
**Be glad boys and girls**  
For the red, white, and blue.

Be proud future citizens  
Now, today  
For you own the flag of the U.S.A.

It stands for the things  
That we all defend  
Keep it high in the breeze  
To the very end.

Every American  
Pledges his heart  
Let's all keep it flying  
Let's all do our part.  
-Nona Keen Duffy

#### My Flag

I know where the prettiest colors are,  
And I'm sure if I only knew  
How to get them here, I could make a flag  
of glorious red, white and blue.

I would cut a piece from the evening sky  
 When the stars were shining through  
 And use it, just as it was on high  
 For my stars and fields of blue.

Then I'd take a part of a fleecy cloud,  
 And some red from a rainbow, bright,  
 And put them together, side by side  
 For my stripes of red and white.

-Mary Howlister

### Our Drums

My Father bought me a big bass drum  
 Boom, Boom, Boom!  
 He bought my sister a little snare drum  
 Boom te de de de boom!

We took our drums and went for a walk  
 Boom, Boom, Boom!  
 We didn't take time to look or talk  
 Boom te de de de boom!

Of course, we didn't mind that, you know  
 Boom, Boom, Boom!  
 Until some man said, "Go, go, go".  
 Boom te de de de boom!

We took our drums and ran right back  
 Boom, Boom, Boom!  
 Now I carry my drum in a sack.  
 Boom te de de de boom!

-Carrie Rasmussen

### A SONG FOR FLAG DAY

Your flag and my flag,  
 And how it flies today  
 In your land and my land  
 And half a world away!  
 Rose-red and blood-red  
 The stripes forever gleam;  
 Snow-white and soul-white--  
 The good forefathers' dream;

Sky-blue and true blue, with stars to gleam aright--  
The gloried guidon of the day; a shelter through the  
night.

Your flag and my flag!  
To every star and stripe  
The drums beat as hearts beat,  
And fifers shrilly pipe!  
Your flag and my flag--  
A blessing in the sky;  
Your hope and my hope--  
It never hide a lie!  
Home land and far land and half the world around,  
Old Glory hears our glad salute and ripples to the  
sound!

-Wilbur D. Nesbit

### The Flag

Hats off!  
Along the street there comes  
A blare of bugles, a ruffle of drums,  
A flash of color beneath the sky.

Hats off!  
The flag is passing by!

Hats off!  
Along the streets there comes  
A blare of bugles, a ruffle of drums,  
And loyal hearts are beating high.

Hats off!  
The flag is passing by!  
-Henry H. Bennett

## CHAPTER IV

### ANALYSIS

To answer critics who maintain that this broader and more comprehensive scope in teaching social studies at this age is impossible, the writer can as a result of personal experiences with young children offer an opinion that it can be done. Advancing beyond a point of personal opinion, the data and a discussion of findings are submitted in the Appendixes. This rather complete evaluation with students, teachers, and parents cites evidence that children are eager, anxious, and able to expand their school experiences to include not only their cultural heritage but the heritage of others in the world as well. One must recognize that a great deal is dependent upon the teacher's enthusiasm, and the abilities, interest, and experiential backgrounds of the class. The evaluations from the total population included children from a broad socio-economic background and teachers whose abilities and interests were quite different. The teachers in the pilot study felt few students were encountered who did not benefit in some way or acquire a depth in some measure by participating.

This study, "Development and Evaluation of Holiday Enrichment Materials for Second Grade Social Studies," in no way interfered or replaced the regular social studies curriculum. It was purely one of pushing out horizons. The writer's opinion was that under an

enthusiastic and imaginary teacher this project was worthwhile and contributed to valuable learnings in knowledge and human understandings.

### I. RECOMMENDED USES

After a one-year pilot study involving ten classrooms and 211 students, teachers recommended to the vertical social studies curriculum that the materials from the five holidays of the pilot study be written into the newly-revised curriculum for second grade social studies. This material is to be used by the teacher in whatever way she feels is best. It is the intent of the writer that the materials not become a package, the same for all. She wishes that each teacher would personalize it; identify her style, interests, and talents, thus make it truly her own.

Teachers must also be continually aware of individual differences among students and the variance from year to year in interest and abilities. This means the materials must be constantly up-dated so that the curriculum revisions are on-going.

The writer made further recommendations to implement some measure of scope and sequence into the teaching of Holidays through Fourth Grade. These recommendations include:

1. Leave the Kindergarten Holidays study as it is. It has been used primarily to impart general information on the holidays and to provide a means of socialization for the young child.



2. The First Grade will begin their outreach into the world community by studying one country and its Christmas customs. Santa Claus has great appeal for six and seven-year-olds. Because of this correlation between him and St. Nicholas the country of Holland would capture interest. From this study of Christmas customs, life in a Dutch home could be handled easily in an extension of the Family Unit.
3. Third Grade might study about Christmas customs in Mexico, Alaska, Hawaii, or regions in the United States that have unusual customs and traditions at this season. Since third grade social studies deal with regions of their own country this could be a good approach.
4. Fourth graders may be introduced to at least one holiday which is unique to each of the countries studied in their social studies text. This would take research on the part of the teacher and students but would certainly enrich the study of each of the countries.

The need for audio-visual materials, devices and effective aids to learning becomes necessary to reinforce the kind of teaching discussed in this paper. Team teaching, staff deployment, inner department planning and the utilization of resource people to strengthen the study are areas where much can be done.

At a meeting with the Vertical Curriculum Committee the recommendation was made that the materials from the five holidays used in the pilot study be incorporated into the second grade social studies curriculum. This was accepted by the members present. Teachers may include other holidays that are appropriate. These five holidays were selected as those best suited to fulfill the purposes of a good social studies program.

The need for scope and sequence, audio-visual materials, and new methodologies to enhance teaching was discussed by the committee. More work will be done in these areas in the future.

There is a realization by the writer that much of the learning from this study is not permanent. She does believe that by teaching some of these expanded concepts of the enlarging world through the Holidays Study in second grade, the student's future encounters will be more meaningful and pleasant because of his earlier experiences.

The cooperation among teachers involved in the pilot study, principals in the elementary buildings, and the Vertical Curriculum Committee was evident.

The writer is truly indebted to the administration. This administration has set a climate for experimentation, innovations, new methodologies, and academic freedom. Without this climate the writer and nine other teachers could not have provided the environment for learning necessary for the studies to be carried out in this paper.

This has been a first attempt at horizontal development in second grade curriculum planning. It is the writer's hope that the setting of behavioral goals, development of materials, creative experiences, suggested activities, and a bibliography of resources will be helpful in the future for the writing of other units in the newly-revised curriculum.

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## APPENDIXES



## APPENDIX A

RATING SCALE USED BY TEACHERS FOR EVALUATION  
PURPOSES, OSKALOOSA COMMUNITY SCHOOLS,  
MARCH, 1969

Did the materials presented enable  
the student to:

	<u>No</u> <u>Response</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excel-</u> <u>lent</u>	<u>Super-</u> <u>ior</u>
1. Identify and cultivate his interests, talents, and other strengths?	06.9	04.6	04.6	51.1	30.2	2.3
2. Recognize aspects of his own heritage?			13.9	46.5	25.5	13.9
3. Grow in his sense of kinship for all humanity? I am related to the past and future; with people everywhere.		02.3	06.9	58.1	23.2	09
4. See subject matter and information as only one aspect of the total aesthetic experience?	16.2	04.6	09.3	60.4	06.9	02.3
5. Begin to think, analyze, compare, and synthesize the many components which make up the study?	16.2		18.6	34.8	27.9	02.3
6. Give his ideas written, oral dramatic, artistic, or creative expression and communicates them through varied media?	02.3		02.3	44.1	44.1	09.3
7. Accept and appreciate ideas of others by working together in large and small groups; accepts his responsibility?	11.6		09.3	39.5	32.5	06.9

	<u>No Response</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excel- lent</u>	<u>Super- ior</u>
8. Have his individual differences met?	13.9		11.6	34.8	39.5	13.9
9. Improve habits, interests, and fundamental skills which will lay foundations for later learnings?	04.6		06.9	37.2	41.8	09.3
10. Engage in leisure time activities beyond school work. These would be carried out at home and would coincide with the study at school?	09.3	04.6	06.9	48.8	23.5	06.9
11. Feed-back to teacher parts to be developed or deleted for future use? (Individual conferences can be used here.)	18.6		06.9	46.5	25.5	02.3
12. Receive proper evaluation from these aspects:	02.3		04.6	44.1	44.1	06.6
A. Divergent thinking cultivated?	Percentages based upon responses of 43 scales from a possible 50.					
B. Adequate pupil participation?						
C. Creative products in evidence?						
D. Reactions to various materials available?						

After each statement, please rate with poor, good, excellent, or superior.

Evaluation of Findings from Table  
of Appendix A

The learner is the most important factor in any educational program. After necessary curriculum changes have been identified, organized, and carried out in related learning activities some measure of evaluation becomes necessary.

A teacher evaluates a child with an understanding of the environment to which he has been exposed. She is interested in his growth in areas of critical thinking, self expression, work study skills, attitudes, and interests. An instructor uses evaluation for appraisal of teaching methods. She is mindful always of continuous improvement to better meet the educational goals of the school. Identification of problems unique to individual students can also be determined through evaluation.<sup>1</sup>

The writer, cognizant of how and why children are evaluated, prepared a rating scale for use at the completion of each of the five holiday units. The scale was used by teachers in an attempt to determine what happened to the child as a result of his exposure to the holiday materials.

An analysis of the table in Appendix A indicates items which dealt with immediate terminal behavior as well as items which express

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<sup>1</sup>Ragan, op. cit., p. 477.

long-term educational goals. Educators must concern themselves with the careful defining of terminal behavioral goals. However there is an implied relationship here that terminal behavior, which fosters and indicates creative growth and actively develops it, produces results in long-term educational goals. The writer agrees with Glaser and Reynolds that well-laid foundations will provide a child with a background for coping with learning experiences encountered later in life.<sup>1</sup>

The nine other teachers involved in the pilot study who used the rating scale at the close of each unit to evaluate both the materials and pupil progress felt uncomfortable with it. The terminology was new and rather weighty. For most it was a first attempt at using an instrument of this nature to evaluate either student abilities or effectiveness of materials. For these reasons the validity and reliability of the findings in the table of Appendix A may be questionable. The findings do indicate some interesting aspects relative to terminal behavior and long-range learning goals.

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<sup>1</sup>Lindvall, op. cit., p. 49.

## APPENDIX B

QUESTIONNAIRE FOR 20 SECOND GRADE PARENTS FOR  
PURPOSES OF VALIDATION FOR USE WITH TOTAL  
POPULATION, OSKALOOSA COMMUNITY SCHOOLS,  
MARCH, 1969

During the past five months from October through February your child has been engaged in a rather intensive study of selected Holidays. The purpose of the special Holiday unit study was to expand children's knowledge and understanding of the specific holiday being studied. This was taught as an extension of and enrichment for social studies. The materials dealt with the holidays of Columbus Day, Thanksgiving, Christmas, New Year's, and February's Patriotic Days.

In an attempt to improve the units for future use, the staff of second grade teachers throughout the system would like to ask your help in evaluating the Holiday units by completing the questions below.

Please return the completed questionnaire to school with your second grader as soon as possible.

Dr. Robert W. McCormick  
Assistant Superintendent  
for Instruction

\_\_\_\_\_  
Second Grade Teacher

1. Have you heard your child mention his study of the Holidays at home?      Yes 84.2%      No 15.8%
  
2. Has he shown interest in the subjects which you could associate with his school Holiday studies?
  21. % a. not at all
  - 63.2% b. couldn't really tell
  - 15.8% c. enthusiastic
  - 15.8% d. very enthusiastic
  
3. If he shared information with you, in what ways did he do it?  
(Check those appropriate)
  - 56.9% a. discussion--visited with you about his learning
  - 63.7% b. mentioned songs, poems, stories, experiences, or resource people
  - 26.3% c. actually did some of the activities for you
  - 36.8% d. made and decorated your home with some of the objects studied

4. During the study did he appear to extend his interest in:
- a. reading for pleasure and from reference materials  
Yes 57.9% No 10.5% Uncertain 31.6%
  - b. singing, learning poetry, dramatizing stories  
Yes 52.6% No 15.8% Uncertain 31.6%
  - c. enjoying art, crafts, and handwork  
Yes 68.4% No 15.8% Uncertain 15.8%
  - d. developing map concepts  
Yes 15.8% No 31.5% Uncertain 52.6%
  - e. using expanded vocabulary which he knew the meaning of  
Yes 42.1% No 10.5% Uncertain 47.3%
  - f. expressing a better understanding of people at home and in other countries, in the past and in present times  
Yes 57.9% No 15.7% Uncertain 26.3%
  - g. working with classmates at school in large and small groups  
Yes 33.3% No 5.6% Uncertain 61.6%
5. Did he observe in magazines, on television, in newspapers, or in other places some of the materials or events related to the learning at school?  
Yes 72.7% No 27.8%
6. Did he enlarge on what he had learned at school by engaging in activities at home to share with classmates at school?  
Yes 61.1% No 38.9%
7. During the Holiday studies did he indicate to you anything that happened at school that he especially liked?  
Yes 68.4% No 26.3%
8. During the Holiday studies did he indicate to you anything that he wanted to do but couldn't?  
Yes 10.5% No 89.4%
9. During the Holiday studies did he mention anything he had to do that he disliked?  
Yes \_\_\_\_\_ No 100%
10. Do you have suggestions that might add to the effectiveness of the Holiday studies?  
Yes 78.9% No 21.1%

Validation of Findings from a Random Sample of 20  
Drawn from a Total Population of 211

The Questionnaire for Parents was used as one part of the total evaluation for the Holidays Study. It was constructed by the writer to measure interest, enthusiasm, and carry-over of learnings about History and Holidays from the school to the home. The curriculum director and the nine other teachers involved aided in further refinement of the questionnaire.

In order to validate the questionnaire before using it with the total population it was decided that it should be sent to a random sample first. The total population was defined as all seven, eight, and nine-year-olds in the ten - second grade classrooms who participated in the pilot study of Holidays. The random sampling included two names picked from a hat which held names of all students from each of the ten classrooms. Each teacher drew her own two names from her total class list. These twenty parents were sent the sample questionnaire.

Upon their return the sample questionnaires were analyzed rather carefully to check validity and reliability of the findings. Of the twenty questionnaires sent nineteen were returned. The writer believes they measured what they purported to do, as stated in the first paragraph. The questionnaires indicated the parents had given thought to the choices made and clearly understood the purposes for which they were intended.

Parents felt there was a high level of interest in the study of Holidays. This was evidenced by enthusiasm and communication as students shared songs, poems, stories, information, activities, and learnings from resource people. Family interactions as members related to one another in shared experiences was one of the best outgrowths of the study. This appeared to be meaningful as is pointed out in Item three of the questionnaire (56.9 per cent discussion; 63.7 per cent mentioned songs, poems, stories, experiences, and resource people; 26.3 per cent actually did some of the activities; and 36.8 per cent made and decorated the home).

Interest seemed to be centered in this way:

1. Arts, Crafts, and Handwork - 68.4 per cent.
2. Better understandings of people at home and in other countries - 57.9 per cent.
3. Reading for pleasure and from reference materials - 57.9 per cent.
4. Singing, learning poetry, dramatizing stories - 52.6 per cent.
5. Using expanded vocabulary which he knew meaning of - 42.1 per cent.
6. Working with classmates at school in small and large groups - 33.3 per cent.
7. Developing map concepts - 15.8 per cent.

From the preliminary analysis it would appear map concepts might be somewhat difficult for this age child. There may be need for the



teacher to simplify or place less emphasis on this area of work. It could be used for challenging students especially interested in this phase of the study.

Working with groups at school was a difficult area for parents to evaluate unless some outstanding group activities had been undertaken and those events shared at home in a special way. It was decided to leave this item in the questionnaire to be sent to the total population with the hope that it might reveal a teacher who had done outstanding group work on the project and would share it with the others.

The high interest of arts, crafts, and handwork may indicate creativity in students is being identified by products. This measure is more easily identified and evaluated than some other areas. Those in critical and divergent thinking and problem-solving situations would be rather difficult to assess.

However, the high interest in art, handwork, and crafts also indicated a tool of instruction often employed by teachers of young children. Throughout the paper emphasis has been placed on concrete experiences. Thus, learning becomes more meaningful when it is reinforced with objects which a child creates, handles, and is able to identify with.

The results of the questionnaire would support the idea of the advisability of including variety in the Holidays Study to meet special talents, abilities, interests, and strengths of the students.

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The retention of learning from school to home seemed good in the preliminary study. This is based on the 84.2 per cent response in item one, and upon the enthusiasm evidenced by the 78.9 per cent response in item two.

Correlation from school to life situations whereby the students recognized aspects of the school study and related them to other areas seemed significant in the 72.2 per cent response. It is this transfer of learning that is important so that depths of understanding can be given to knowledge.

## APPENDIX C

REFINED QUESTIONNAIRE FOR PARENTS OF TOTAL SECOND GRADE  
POPULATION, OSKALOOSA COMMUNITY SCHOOLS,  
MARCH, 1969

During the past five months from October through February your child has been engaged in a rather intensive study of selected Holidays. The purpose of the special Holiday unit study was to expand children's knowledge and understanding of the specific holiday being studied. This was taught as an extension of and enrichment for social studies. The materials dealt with the holidays of Columbus Day, Thanksgiving, Christmas, New Year's and February's Patriotic Days.

In an attempt to improve the units for future use, the staff of second grade teachers throughout the system would like to ask your help in evaluating the Holiday units by completing the questions below.

Please return the completed questionnaire to school with your second grader as soon as possible.

Dr. Robert W. McCormick  
Assistant Superintendent  
for Instruction

\_\_\_\_\_  
Second Grade Teacher

1. Have you heard your child mention his study of the Holidays at home?    Yes 83.1%    No 15.8%
  
2. Has he shown interest in the subjects which you could associate with his school Holiday studies?
 

<u>2.9%</u>	a.	not at all
<u>27.5%</u>	b.	couldn't really tell
<u>55.9%</u>	c.	enthusiastic
<u>13.7%</u>	d.	very enthusiastic
  
3. If he shared information with you, in what ways did he do it?
 

<u>72.2%</u>	a.	talked about some of the activities of the study
<u>18.4%</u>	b.	actually did some of the activities for you
<u>34.5%</u>	c.	made and decorated your home with some of the objects studied

4. During the study did he appear to extend his interest in:
- a. reading for pleasure and from reference materials  
Yes 58.1% No 14.7% Uncertain 21.8%
  - b. singing, learning poetry, dramatizing stories  
Yes 53.6% No 17.3% Uncertain 21.3%
  - c. enjoying art, crafts, and handwork  
Yes 62.5% No 13.7% Uncertain 16.8%
  - d. developing map concepts  
Yes 18.9% No 35.3% Uncertain 34.2%
  - e. using expanded vocabulary which he knew the meaning of  
Yes 36.4% No 18.7% Uncertain 32.8%
  - f. expressing a better understanding of people at home and in other countries, in the past and in present times  
Yes 51.7% No 16.7% Uncertain 22.7%
  - g. working with classmates at school in large and small groups  
Yes 22.8% No 15.7% Uncertain 49.1%
5. Did he observe in magazines, on television, in newspapers, or in other places some of the materials or events related to the learning at school?  
Yes 75.2% No 20.2%
6. Did he enlarge on what he had learned at school by engaging in activities at home to share with classmates at school?  
Yes 38.5% No 54% Uncertain \_\_\_\_\_
7. During the Holiday studies did he indicate to you anything that happened at school that he especially liked?  
Yes 55.8% No 40% Uncertain \_\_\_\_\_
8. During the Holiday studies did he mention anything he wanted to do but couldn't? Yes 7.3% No 88.2%
9. During the Holiday studies did he mention anything he had to do that he disliked? Yes 1.5% No 95.2%
10. Do you have suggestions that might add to the effectiveness of the Holiday studies? Yes 7.4% No 92.6%

## Validation of Findings - Item by Item Analysis

Item I. Have you heard your child mention his study of the holidays at home?

		<u>Yes</u>	<u>No</u>	<u>Uncertain</u>
Stanley	Grant	95 %	5 %	%
Comstock	Jefferson	93.7	6.2	
Cummings	Garfield	92.8	7.1	
Herrick	Whittier	89.6	10.3	
Lytle	Grant	89.4	10.5	
Hanson	Webster	88.2	11.7	
Phillips	Webster	87.5	12.5	
Kirby	Webster	83.3	11.1	5.5
Robertson	Garfield	68.4	26.3	5.2
Fisher	Rose Hill	42.8	57.1	
Mean Percentage		83.1	15.8	1

Item II. Has he shown interest in the subjects which you could associate with his school Holiday studies?

	<u>Very Enthu- siastic</u>	<u>Enthu- siastic</u>	<u>Couldn't Tell</u>	<u>Not at All</u>
Cummings	42.8%	50 %	%	7.1%
Stanley	15	70	5	10
Lytle	15.7	63.1	21	
Herrick	27.5	48.2	24.1	
Comstock	12.5	62.5	18.7	6.2
Kirby		72.2	27.7	
Phillips	12.5	56.2	31.2	
Robertson	5.2	63.1	26.3	5.2
Hanson	5.8	58.8	35.2	
Fisher		14.2	85.7	
Mean Percentage	13.7	55.9	27.5	2.8

Item III. If he shared information with you, in what ways did he do it?

	<u>Made and Decorated Home</u>	<u>Did Some of the Activities</u>	<u>Talked about Activities</u>	<u>No Response</u>
Cummings	50 %	28 %	85 %	%
Phillips	31.2	37.5	75	
Herrick	37.9	27.5	82.7	10.3
Stanley	35	25	70	
Comstock	50	6.2	56.2	6.2
Hanson	41.1	11.7	69.4	5.8
Lytle	26.3	26.3	84.2	10.5
Robertson	31.5	15.7	51.8	
Kirby	27.7	16.6	77.7	
Fisher	14.2		71.4	28.5
Mean Percentage	34.5	18.4	72.2	6.1

(These were ranked by adding the two higher levels together.)

Item IV. (A) During the study did he appear to extend his interest in:  
reading for pleasure and from reference materials?

	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>	<u>No Response</u>
Stanley	80 %	10 %	10 %	%
Herrick	75.8	10.3	13.7	
Lytle	73.6	5.2	21	
Phillips	68.7	6.2	25	
Hanson	64.7	5.8	17.6	11.7
Comstock	62.5	12.5	25	
Kirby	50	16.6	22.2	11.1
Cummings	50	7.1	28.5	14.2
Robertson	42.1	15.7	26.3	15.7
Fisher	14.2	57.1	28.5	
Mean Percentage	58.1	14.7	21.8	5.3

Item IV. (B) During the study did he appear to extend his interest in singing, learning poetry, dramatizing stories?

	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>	<u>No Response</u>
Stanley	70 %	15 %	15 %	15 %
Cummings	64.2	14.2	7.1	14.2
Robertson	63.1	10.5	15.7	10.5
Lytle	63.1	10.5	26.3	
Phillips	62.5		18.7	18.7
Herrick	62	24.1	10.3	3.4
Kirby	50	11.1	27.7	11.1
Comstock	43.7	18.7	25	12.5
Hanson	29.4	11.7	52.9	5.8
Fisher	28.5	57.1	14.2	
Mean Percentage	53.7	17.3	21.3	7.6

Item IV. (C) During the study did he appear to extend his interest in: enjoying art, crafts, and handwork?

	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>	<u>No Response</u>
Hanson	76.4%	5.8%	17.6%	%
Stanley	75	10	15	
Phillips	75		12.5	12.5
Lytle	73.6	5.2	21	
Cummings	71.4	7.1		21.4
Comstock	68.7	12.5	12.5	6.2
Robertson	68.4	10.5	5.2	15.7
Kirby	61.1	11.1	16.6	11.1
Herrick	55.1	17.2	24.1	3.4
Fisher		57.1	42.8	
Mean Percentage	62.5	13.7	16.8	7

Item IV. (D) During the study did he appear to extend his interest in:  
developing map concepts?

	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>	<u>No Response</u>
Stanley	50 %	25 %	20 %	5 %
Lytle	26.3	26.3	47.3	
Comstock	25	37.5	25	12.5
Herrick	24.1	37.9	31	6.8
Hanson	17.6	47	29.4	5.8
Kirby	16.6	22.2	44.4	16.6
Phillips	12.5	12.5	56.2	18.7
Robertson	10.5	36.8	31.5	21
Cummings	7.1	35.7	28.5	28.5
Fisher		71.4	28.5	
Mean Percentage	18.9	35.3	34.2	10.5

Item IV. (E) During the study did he appear to extend his interest in:  
using expanded vocabulary which he knew the meaning of?

	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>	<u>No Response</u>
Lytle	78.9%	21 %	%	%
Kirby	50	5.5	33.3	11.1
Stanley	45	20	35	
Herrick	44.8	17.2	27.5	10.3
Robertson	31.5	15.7	31.5	21
Comstock	31.2	6.2	43.7	18.7
Hanson	29.4	17.6	47	5.8
Cummings	28.5	14.2	35.7	21.4
Phillips	25	12.5	31.2	31.2
Fisher	57.1	42.8		
Mean Percentage	36.4	18.7	32.8	11.9



Item IV. (F) During the study did he appear to extend his interest in: expressing a better understanding of people at home and in other countries, in the past and in present times?

	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>	<u>No Response</u>
Cummings	78.5%	7.1%	%	14.2%
Stanley	75	10	15	
Lytle	68.4	31.5		
Comstock	56.2	18.7	18.7	6.2
Phillips	50	6.2	12.5	31.2
Kirby	50	5.5	33.3	11.1
Robertson	42.1	21	21	15.7
Herrick	41.3	3.4	51.7	3.4
Hanson	41.1	5.8	47	5.8
Fisher	14.2	57.1	28.5	
Mean Percentage	51.7	16.7	22.7	8.8

Item IV. (G) During the study did he appear to extend his interest in: working with classmates at school in large and small groups?

	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>	<u>No Response</u>
Stanley	50 %	10 %	35 %	5 %
Herrick	27.5	10.3	51.7	10.3
Robertson	26.3	5.2	57.8	10.5
Lytle	26.3	5.2	68.4	
Phillips	25		37.5	37.5
Cummings	21.4	7.1	64.2	7.1
Comstock	18.7	6.2	68.7	6.2
Fisher	14.2	28.5	42.8	14.2
Hanson	11.7	17.6	64.7	5.8
Kirby	5.5	66.6		27.7
Mean Percentage	22.8	15.7	49.1	12.5

Item V. Did he observe in magazines, on television, in newspapers, or other places some of the materials or events related to the study?

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Lytle	94.7%	5.2%	
Hanson	94.1	5.8	
Phillips	81.2	12.5	6.2%
Stanley	80	20	
Cummings	78.5	14.2	7.1
Herrick	75.8	20.6	3.4
Comstock	75	18.7	6.2
Kirby	66.6	22.2	11.1
Robertson	63.1	26.3	10.5
Fisher	42.8	57.1	
Mean Percentage	75.2	20	4.4

Item VI. Did he enlarge on what he had learned at school by engaging in activities at home to share with classmates at school?

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Lytle	78.9%	21 %	%
Stanley	60	40	
Herrick	51.7	41.3	6.8
Phillips	43.7	43.7	12.5
Robertson	31.5	57.8	10.5
Cummings	28.5	50	21.4
Kirby	27.7	66.6	5.5
Comstock	18.7	68.7	12.5
Fisher	14.2	85.7	
Mean Percentage	38.4	53.9	7.5

Item VII. During the Holiday Studies, did he indicate to you anything that happened at school that he especially liked?

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Stanley	85 %	15 %	%
Phillips	81.2	12.5	6.2
Cummings	64.2	21.4	14.2
Herrick	58.6	41.3	
Hanson	58.8	41.1	
Lytle	57.8	42.1	
Comstock	56.2	37.5	
Kirby	44.4	55.5	
Robertson	36.8	47.3	15.7
Fisher	14.2	85.7	6.2
Mean Percentage	55.8	40	4.2

Item VIII. During the Holiday Studies, did he mention anything he wanted to do but couldn't?

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Comstock	25 %	75 %	%
Fisher	14.2	85.7	
Phillips	12.5	81.2	6.2
Herrick	10.3	86.2	3.4
Stanley	10	90	
Hanson	5.8	94.1	
Robertson	5.2	89.4	5.2
Lytle		94.7	5.2
Kirby		100	
Cummings		85.7	14.2
Mean Percentage	7.3	88.2	3.4

Item IX. During the Holiday Studies, did he mention anything he had to do that he disliked?

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Stanley	10 %	90 %	%
Kirby	5.5	94.4	
Lytle		100	
Hanson		100	
Herrick		100	
Fisher		100	
Comstock		93.7	6.2
Phillips		93.7	6.2
Robertson		94.7	5.2
Cummings		85.7	14.2
Mean Percentage	1.5	95.2	3.2

Item X. Do you have suggestions that might add to the effectiveness of the Holiday Studies?

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Fisher	14.2%	85.7%	%
Hanson	11.7	88.2	
Kirby	11.1	88.8	
Cummings	7.1	92.8	
Herrick	6.8	93.1	
Phillips	6.2	93.7	
Lytle	5.2	94.7	
Stanley	5	95	
Comstock	6.2	93.7	
Robertson		100	
Mean Percentage	7.4	92.6	

<u>School</u>	<u>Teacher</u>	<u>Number of Students</u>	<u>Percentage of Responses to Parents' Questionnaire</u>
Grant	Stanley	20	100
Grant	Lytle	19	100
Webster	Hanson	17	100
Garfield	Robertson	21	90.4
Whittier	Herrick	34	85.3
Jefferson	Comstock	19	84.2
Rose Hill	Fisher	9	77.7
Webster	Kirby	26	69.2
Garfield	Cummings	21	66.6
Webster	Phillips	25	66.6
Total Population		211	Mean 82.9 Percentage

In the original planning with the curriculum director it was decided that teachers would enter into the Holidays Study on a volunteer basis. One teacher, Mrs. Helen Hogendorn, at Lincoln School chose not to become involved in the pilot project.

## Validation of Findings from the Total

### Population of 211

After a careful study of responses made on the questionnaire sent to the nineteen parents for purposes of validation, one minor change was made in the revised questionnaire to send to the total population. This was in item three. The original item had four classifications for the child to share information with his family. The writer felt choices (a) and (b) were too much alike and would cause confusion in the minds of parents. The (a) and (b) choices were combined so that the new item had three classifications.

An item by item comparison of the questionnaire for validation (Appendix B) with the questionnaire to the total population (Appendix C) revealed some differences in responses made. These differences are not significant in most cases. There was a slight shifting of interest in item four (a) through (g). They regrouped in this manner.

1. Arts, crafts and handwork - 62.5 per cent.
2. Reading for pleasure and from reference materials - 58.1 per cent.
3. Singing, learning poetry, dramatizing stories - 53.6 per cent.
4. Better understandings of people at home and in other countries -  
51.7 per cent.
5. Using expanded vocabulary which he knew meaning of - 36.4 per  
cent.
6. Working with classmates at school in small and large groups -  
22.8 per cent.

7. Developing map concepts - 18.9 per cent.

The earlier statements that map concepts were too difficult is further pointed up in the second questionnaire. The variance from school to school, however, indicated some successful work had been done in this area.

The same is true for working together. The writer feels more experiences involving students in groups and committees could be successfully used by teachers who are willing to try. This approach shows promise for developing concepts of: appreciation of ideas and contributions of others, acceptance of responsibilities, awareness of individual differences, and numerous others. Once the child has emerged from his egocentric world he needs many experiences in working with others as preparation for later school and adult life situations.

The findings already mentioned, relative to arts, crafts, and handwork as creative products and tools of instruction for elementary teaching, are further substantiated by the second questionnaire.

The item by item analysis is interesting. It identified to a degree the interests of the teachers as they worked with the materials. It is important to include variety in the Holiday Studies. This variety serves a dual purpose whereby talents, abilities, and strengths of teachers as well as students may be fulfilled. This variety in the curriculum would lend itself well to team teaching or staff deployment in situations where it would be possible.

The questionnaire to the total population revealed, as did the preliminary study, the high level of interest in the study of Holidays. The students were enthusiastic and communicated this enthusiasm to parents by sharing experiences from school. The results of the questionnaire support the idea that channels of communication between child and parent are open in these early years.

The higher levels of learning, as cited by Bloom, included application, analysis, synthesis, and evaluation. Such levels of learning served as a basis for developing new curricula and techniques. This idea is evidenced here by the high correlation of school learnings to life experiences. More of this kind of teaching would seem to be an appropriate means for making education meaningful and relevant for today's challenging and changing world.